

THE CLEARING HOUSE

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DIVIDENDS *to the* DILATORY

By JAIRUS J. DEISENROTH

DOWN at the writer's school we have thrown out many of the old saws about watching the clock, doing "ye next thyng", never putting off until tomorrow, and other similar sayings. As a result of careful observation of some recurring school situations we have found that these proverbial sayings are not the holy writ that the old copybooks would have had us believe.

Consequently, time after time we have watched so-called climactic situations resolve themselves into ordinary incidents. This has led to a rather non-conformist view about the value of procrastination in school matters.

Don't get us wrong on this. We do aim to get our attendance report in on time, and the master clock is generally within ten seconds of being on Arlington time. The wheels are greased properly for all administrative functions, and indeed, even school entertainments, games, and P.T.A. meetings are pushed along at a proper pace, a la Stokowski and the Philadelphia Orchestra. We

even aim to ring all the bells at the right time.

Deriving satisfactions from such purely mechanical accomplishments is nothing to write home about and certainly not our aim. But many other satisfactions are discovered in the general attitude of the teaching staff, which has taken time by the forelock and gently set him in a corner to cool his heels. This is done, simply, to make the most of delay. And it occurs in many—shall we say?—areas.

Demonstration number one includes for apparatus one refractory boy and one warm-blooded teacher. The other day the teacher, in a warm-blooded moment, gave the boy a good shaking. The boy was shaken until he was of no use in the school for the remainder of that day. Also, strange as it may appear, the teacher was shaken, and the class was quite shaken.

The teacher in his conversation with the principal confesses that he is not satisfied with the results. He feels that he acted hastily, though at the time the idea seemed a good one. A plan is adopted, and in a few days another occasion arises calling for treatment of some sort. The plan is tried.

Both the boy and his teacher walk to the principal's office for the shaking exercise. The walk does strange things, for by merely delaying the final event it has brought about a rather interesting change, which a good companionable walk can do. The boy and his teacher are reasonable; they and the

EDITOR'S NOTE: *The author, who is principal of the Bennett Junior High School, Piqua, Ohio, believes in having a faculty of diplomats. Speed and promptness are excellent tempos for most situations in the daily routine. But on occasions when blood is boiling or chips are on shoulders, there is a lot to be said in favor of procrastination. Mr. Deisenroth says it in this article.*

principal talk over the matter to the satisfaction of the teacher, who had a grievance, and with evident effect upon the boy.

This is a small point to emphasize, perhaps, but it shows to our satisfaction that reasonable delay has its place in discipline. The teacher now has learned the way of the procrastinator.

Does it seem that the principal dodges issues by deferring decisions? Let's try another case.

Here is an angry parent. His boy was not permitted to play the entire soccer game, which was one of those inter-city games where rivalry was intense. The parent bears the boy's uniform in his hand and demands some sort of apology from the school for some rather hazy insult his family has received. It would have been easy for the official to tell the father that the coach is running the game, and that father should go sell his drugs and sodas.

No; the answer was the Biblical "soft" answer, in which the matter is deferred until the coach and the boy can talk it over again. The next day, after father recalls that even the great Lefty Grove was jerked from the mound, the situation is eased quite a bit; the boy shows up for practice, with the father looking on. Another victory for the dilatory one, whose attitude might be adjudged risky and dangerous to the health of the school morale.

Definite advances in teacher relationships can be made if this theory of deferring decisions is applied in tense situations.

Every leader, especially when he has definite authority, is subject to criticism, even the most lily-white of his subordinates taking a pot-shot at times. A school principal is hardly an exception to this, and experience has proved to the writer that teachers are just as sensitive to slights or unmeant criticism as any other people.

How do you handle the suspicious soul who feels that her work is not appreciated and that others are getting the breaks? Shall we slap her on the back, figuratively,

and send her back to the job with generalized praise ringing in her ears? Or shall we slap her face with the remark that after all there are other places to work if one is not happy? Either of these ideas might hit the nail on the head, perhaps a little too well.

Why not try this one: "Well, Miss Smith, I have just learned about your new plan up there in the music class, and I wonder if we couldn't make a lot of progress with it real soon? Let's meet again on this, say, next week, and see what we can do. I think you've got something there."

Over and over the writer has discovered that passing the matter into the hands of a future time can do a lot for the ease and comfort of all concerned. So often matters come around of their own accord.

Distinctive honor is certainly due Coach Kern of Carnegie Tech, who, after having a game snatched from his team by the mistake of a referee, courteously requests that this referee be engaged to handle the "bowl" game in New Orleans. All of us know people who declared that they would have taken the team off the field and forfeited to Notre Dame right on the spot. That is the strategy of those who believe that actions speak louder than words.

Coach Kern delayed his judgment until a time when he could honestly ask for another chance for the referee. Time, delay, and other similar elements made this decision possible; and it made the headlines in the sports pages all over the country. We have no record of what the official thought, or how he reacted. Need we wonder?

Do we permit the sports program of our schools to hinge upon snap judgments of coaches and other persons in charge? How do we react to schedule difficulties, eligibility problems and financial problems? Can even the coaches and captains take a slow moving course, when events are moving so quickly in this activity? It may be worth a trial, to see if delay will make actions a little more reasonable and logical.

Diffident persons should be discouraged

from taking any credit in this field of planned procrastination. Often it requires more courage to hold off than to act quickly. Timid souls are hereby warned that they will have to experience a conversion if they hope to apply these ideas to their own field of endeavor.

This is not to take credit for being dauntless. Not at all. But it does serve as a suggestion that there is more to this idea than merely standing pat or sitting tight!

Due credit must be given to those other proverbs that seem to support this idea of procrastination. Such sayings as "haste makes waste" and "look before you leap" can be used here with some effect. But to disqualify the others automatically eliminates these, fine as they are.

All we can offer at this point is to say that proverbs and scripture can be quoted to prove nearly anything. So we won't use them to support our thesis.

Division of the accepted duties of the school personnel, however, can bring into play all sorts of proverbs without a loss of efficiency and without conflict. It is very,

very simple. You merely apply the "hurry-up" proverbs to the administration of mechanical details. (Post these sayings wherever they apply.) They might concern: making statistical reports, using school materials efficiently, firing the furnace, and starting the assembly on time. Never "put off until tomorrow" that report on tardy pupils that the head center demands today. In these activities the old sayings are a real decoration.

But in the field of personal relationships we will have to stand on the side of delay. We always use corporal punishment tomorrow, never today. We never insult a teacher or irate parent today when it can be done just as well tomorrow. We just turn off the heat and let things move along more or less at their own pace. Delay, we have found, is not dangerous.

As far as human values are concerned, we can safely assume that one day or one week is as nothing. We are forced to admit that the record of human progress is chiseled in pretty tough stone, and a little delay certainly has not hurt too much.



Olympia and Centralia High Schools Debate by Radio

High school debating became air-minded on December 1 when debate teams in two high schools thirty miles apart engaged in a debate which was aired over two stations and in which the contestants heard opponents' arguments by radio.

High schools in Olympia and Centralia, Wash., engaged in the unusual debate, the first of its kind ever conducted between high school teams, so far as known. Each team debated before the assembly of its own school in its own school auditorium. Radio stations KGY in Olympia and KELA in Centralia were linked together to carry both sides of the debate which was passed on to listening audiences of the two stations as well.

The intricate switching necessary to handle the debate between the two high schools was carried

out without a hitch and instantaneous switches were made. Managers of the two radio stations reported an excellent listener response and report that plans are under way for further debates to be similarly staged between high school teams in cities where radio stations are in operation.

The critic judge, Mr. Wesley Moore of Chehalis, was in station KELA from which he listened to the speakers. Following the debate he gave a criticism of each participant's presentation followed by the decision.

Miss DeLora Weber, debate coach at Centralia, and Mr. Clarence A. Bitts, coach at Olympia, were so pleased with the interest in this project that other radio debates will be held before long by their schools.

Our Small Rural High School Revises Its Curriculum

By A. E. WRIGHT

IF ONE had stepped into the office of the Frank Hughes High School during the early part of the year of 1936, the following modern equipment would have been found: two typewriters, two different types of duplicating machines, a steel fireproof filing cabinet, a flat top desk, an electric program clock, and other aids to facilitate the work of the school.

The school had electric lights, running water, and steam heat. A large number of the pupils were being transported to the school in good school busses.

Those who had charge of the school had made great efforts to supply it, as far as limited means would permit, with modern equipment. Although the material improvements had been accepted, little indeed had been done to improve the real heart of the school, the curriculum.

It is true that home economics and science had taken the place of such subjects as Latin, Greek, trigonometry and logic, which had been offered to the preceding generation.

During the past twenty-five years the personnel of the student body had changed considerably. The old preparatory school which

was the predecessor of the present high school had obtained its students from several counties, and as in most preparatory schools, its pupils made up a selective group. The present high school draws all of its pupils from a small area in and around the little town of Clifton.

The challenge to the school officials was very clear—why not make an attempt to change the curriculum more nearly to fit the needs of the pupils? Why continue a program of instruction that originated a generation ago and was no doubt well fitted for that generation, but was at present inadequate? The subject content should at least keep pace with the material equipment.

A close examination showed the following conditions in 1936:

1. An enrollment of about 55.
2. Three teachers including the principal (and he had a grade school to administer).
3. About 50 per cent of the graduates were attending schools of higher learning, including medicine, liberal arts, and business education. (One third of the teachers of the county were graduates of this school.)
4. Half of the class of '36 was irregular, that is, 50 per cent of the members had taken five years to finish the four-year course, but an examination of the class of '37 showed that more than 75 per cent were irregular.
5. The school was losing a large number of pupils by drop-outs from the first through the third year, and entirely too many of the first year pupils graduating from one- and two-teacher schools were failing completely, and leaving.

EDITOR'S NOTE: *The Frank Hughes High School, Clifton, Tennessee, has about 55 pupils. In this article the author, who is principal, tells of the problems faced by the school two and one-half years ago when this program of improvement of instruction was begun, and of the changes made to give the pupils offerings that satisfied their present-day basic needs.*

6. The school was offering 4 units in English, $3\frac{1}{2}$ units in mathematics, 3 units in science, 4 units in social studies, and 2 units in home economics and 2 units in French. Most of the subjects were either required by the State Department of Education for a high-school diploma or by colleges for entrance. There were many failures in mathematics, French, and chemistry.

The school was doing a good job for those graduates who were planning to continue their education in higher institutions; and the graduates were making good records in their respective colleges.

In short, this was a very good preparatory school, but as a high school it was a failure. Although the school was doing a good job for about 15 per cent of its pupils, it was failing properly to reach the other 85 per cent.

A further study of those who were graduated and did not continue their education, and of those who were quitting school before graduation, showed that they were farming, truck driving, working in lumber mills or some other similar occupations. Those in charge had to admit that many of the courses which had been offered to this large group had been of little benefit to the pupils, and in fact, many of them realized it so well that they decided to quit.

The easiest solution would have been simply to leave out foreign languages and higher mathematics and substitute vocational subjects. But that was not the solution. There was still a strong feeling in the community that there was much virtue in these subjects. Besides, many graduates would need them to satisfy their college entrance requirements, so the question was how to offer more cultural and vocational subjects and still be able to offer the minimum credits for entrance to college. (The County Board of Education could not give us more teachers.)

There seemed to be at least three ways that could be used to change the curriculum:

1. Introduce new subjects or courses (opportunity there was limited).

2. Change and rearrange the contents of a given course and use different teaching techniques (plenty of opportunity there).

3. Tie the extra-curriculums more closely into the curriculums.

The first step was to rearrange the present set-up. The school had been organized on the 8-4 plan. After some study it was decided to use the 6-6 plan. Under that organization the high school would have four teachers and an enrollment of about 75.

In order to introduce more electives it was necessary to combine classes and alternate subjects. In the first two years of the high school (the old seventh and eighth grades), English, general mathematics, and social studies (a two-year course, the first part one year, the second part the next) are offered each year to each class, but a course in science, music, and home arts (a combination course under the Home Economics and Manual Training departments) could be offered every other year.

The pupils in these years are required to take English, mathematics, and social studies each year, but have five electives from which to choose the fourth subject for each year.

English, and mathematics—at first algebra and later general mathematics—are offered each year to the ninth grade, while such subjects as science and social studies are alternated: general science one year, biology the next; civics one year, geography or history the other; and a unit in home economics each year (the first course one year and the second course the next year).

English and algebra are offered each year to the tenth grade, and electives may be chosen for this grade from subjects available to the ninth and eleventh grades. In the eleventh and twelfth grades American literature is offered to both grades one year, and English literature the next. The same is true of history.

French I is offered one year, followed by French II the next, and French I is offered

again in the third year. This system of allowing tenth grade pupils to enroll in French I, gives every pupil an opportunity to get two units in French but no one will have to study it in order to get the required credits for graduation. Plane geometry, sociology, elementary economics, business arithmetic and senior science are all offered every other year.

Years ago the community had a great interest in music, but in recent years, because of economic conditions, few pupils had been taking music. An elementary teacher was employed who had majored in public-school music. She taught public-school music in the first six grades, and during the first year offered one high-school course in public-school music. After the first year, three units in music were offered to the high-school pupils.

Out of the public-school music classes have developed a 20-piece orchestra and a glee club of about 40 members. The time given by the music teacher—an elementary teacher—to the high school was exchanged for the services of a high-school teacher who taught two periods in the elementary department.

One of the high-school teachers had studied manual training in college and had as a hobby handicraft. An abandoned garage for one of the school busses was put in condition for a school shop, and in the first year one course in manual training was given. Since then two to three courses are offered each year.

It can be seen that through a cycle of every two years 36 units may be offered, as follows:

English	6
Mathematics	5½
Social Studies	7½
Science	6
Vocational Subjects (home ec. & manual training).....	6
Music	3
Foreign Languages	2

Twenty-four units, of which 14 are considered as constants, are required for gradu-

ation. Thus, from the twenty-two elective units, ten may be chosen.

By reorganization, combination of small classes, and alternation of courses, eight new courses were added and nearly all of the old ones retained.

It was realized that the possibilities under method two, that of changing and rearranging the content of certain subjects and using different teaching techniques, are unlimited. More real good can be accomplished here than by any other method, and it becomes an endless and ever changing process.

Some work has been done, especially in English. Standardized tests are given at intervals to measure reading skill and to measure the mastery of grammar and punctuation. The results of these tests are used as follows:

Reading. First the reading material in the library is divided into two groups, one for the seventh, eighth and ninth grades, and the other for the tenth, eleventh and twelfth grades.

Second, each book in the list is graded 1, 2, or 3, according to its level of difficulty. A number 1 book may be one ordinarily suited for a pupil of the fifth or sixth grade, but if an eighth-grade pupil has a reading skill on that level he should read on that level. Therefore, he may pick his books from the number 1 group and will be required to read fewer books than a pupil of the eighth grade who has ninth-grade reading skill. The teacher will give a great deal of special instruction to the very poor readers.

On the other hand, pupils with good reading ability are encouraged to read more difficult books and to read more widely. (A minimum number of books is required of each pupil.) This number is not the same for each pupil but varies according to his reading ability.

For the sake of better grades pupils are encouraged to read more books. In general, pupils like that part of the program. Heretofore, they said they read merely because they had to, but now most of them are read-

ing more than the minimum because they know they are improving their grades.

The tests of mechanical skills are used much the same way. If a pupil is very good in grammar or has a score higher than the medium for his class he may spend more time reading, but if his score is very low he must spend more time on grammar and have some individual instruction. Special blanks and work sheets are prepared for this work.

Units in the social studies are worked out in such a way that the more capable pupils will have plenty to keep them busy while the slower pupils are getting as much out of the unit as they are able to master. In this way few actually fail the courses, but the brighter pupils do more work for better grades.

Much work remains to be done along this line. The process is one of endless change and revision, with the teachers always trying to find better means of fitting each course to each pupil in accordance with his ability. It is necessary, as far as possible, to make each course for the individual pupil, rather than for a class.

The third method for improvement has been used to some extent.

A period was set aside each day for clubs and directed plays. Seven clubs are active at present. They consist of two literary societies, a Home Arts Club, a Paper Club, an orchestra, a Glee Club and a Dramatic Club.

The literary societies are closely correlated with social studies and English. Organization and government are studied in these clubs, and public programs are prepared. The latter phase of the club work is similar to the work which classes in speech may offer.

The Home Arts Club is really a part of the Home Economics Department. In this club, members do work that could not be taught in regular home-economics classes because of lack of time. Embroidery, painting (oil colors), tapestry work, knitting, weaving, basketry, and many similar activi-

ties are carried out. This is the most popular of the clubs and usually has a long waiting list.

The Dramatics Club is closely correlated with the English work. The Glee Club and Orchestra are, of course, the outward expression of the public-school music departments.

The Paper Club publishes a monthly school paper. Since it is a duplicated paper, and is entirely produced by the staff, the club is considerably more than just a writers' club. Many of the lessons and problems found in a guidance course will come up in this club, in a very practical way.

Discipline and Attitude. After two and a half years, some conclusions may be reached. One of the interesting results that is most evident is the disappearance of the ninth-grade freshman. That class used to be the source of most of the discipline problems; its members were a little inclined to be boisterous, to disturb during study periods and to have many failures.

In general these characteristics have disappeared. The members have an air of studiousness and quiet behavior that heretofore was lacking. Failures are no more common in this class than in any other class. That is even more true of those who have come up through our seventh and eighth grades.

It is true the seventh-grade class has to be given more attention than any other, but by the time it reaches the eighth grade there is a marked improvement. The year when a class breaks away from the elementary school seems to be one of adjustment, and when that break comes early in a pupil's educational experience it is easier for him to overcome the difficulties, and he makes proper adjustment more quickly. Herein, we believe, is one distinct advantage of the six-six plan over the eight-four.

Enrollment. When this organization went into effect there were about 55 in the senior high school and 20 in the seventh and eighth grades. To date this year, 70 have enrolled in the ninth, tenth, eleventh and

twelfth grades, and 42 have enrolled in the seventh and eighth grades. No schools have been consolidated with this one, although many of the teachers of one- and two-teacher schools have encouraged their seventh and eighth grades to attend our school. As a result of this increased attendance, a half-time teacher has been added to the high school.

Holding Power. During the first semester of this school year one member of the ninth grade has stopped, and she had been admitted to this grade on a condition which she was unable to meet, and rather than go to a lower grade she quit.

All but one of the pupils in the high school last year, except those who moved away, returned this year. In other words, within the past year only one pupil that the school should have held has dropped out. The holding power has risen to above 95 per cent.

Failures and Irregularities. For the past term three pupils out of the 112 have failed completely. Each of the failing pupils was over age in his respective class, and each

was admitted to his class on condition. Out of the 672 possible chances for failure, (each pupil is graded on deportment, club work, and four subjects, making a total of six marks per pupil) the failure was around one per cent.

The entire senior class will probably receive diplomas, and all its members are completing their 16-unit high-school course within the four years.

Teachers have been urged to keep up the same standards of scholarship that were established before. Grade cards are no longer used, but form letters with personal statements from the teachers are sent to parents. The letters of the pupils who are failing are mailed a day or two before the others are handed out in school.

This program has been put into effect with practically no additional expense to the Board of Education. There is no feeling among the teachers that the job is finished. They have merely started, and the results so far are favorable enough to be good incentives for more worthwhile advances.



When You Write to a Publisher Give This Information

Always state your position and the name of your school in writing to a textbook publisher.

A textbook company recently emphasized this point to THE CLEARING HOUSE as follows:

"We believe you could do a real service to teachers—new ones especially—and earn the undying gratitude of textbook publishers if you'd remind teachers to mention their positions and schools whenever they write to textbook publishing companies. This information is always required by reliable companies before keys and manuals may be mailed to anyone and is a definite aid to intelligent handling of orders.

"Even though the teacher may previously have given the information, mentioning it *every time* will

avoid delay—causing search through office records."

The daily mail of any textbook house almost invariably contains a number of orders and requests for books and other materials, in which the teacher merely gives his name and home address. Publishers should not be asked to send books on credit, nor to send examination copies of books, to individuals who do not identify themselves as holding specific positions in named schools.

Teachers are so accustomed to obtaining prompt and unquestioned credit from publishers that they may not realize this privilege is extended to them *because of their school connection*. By stating that connection, and by using school stationery if possible, teachers can speed the transaction.

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OUR COMMUNITY

has done these things for our schools

By MATTHEW P. GAFFNEY

DURING the past few years school men have written and talked about what the school can do for the community and the many ways in which it can become a factor in the adult life of the community. I am interested in another angle of the same question, namely, what the community does and can do for the school.

Some educational philosophers are preaching the gospel that there should ideally be no separation—the community should be part of the educational picture, should be in a real sense the school. But looking at the matter realistically, this is not so now and this article deals simply with a question of possibilities in the present setup.

Of course the primary contribution the community makes to the school is to sup-

port it and keep it in existence. I shall deal in this paper with contributions over and above this that have been made in my own community.

The nature of the contribution would vary with the type of community—my own is a suburban residential community north of Chicago, Illinois. An entirely different report could be written for a prairie city in the Dakotas, or a mining town in Pennsylvania—but the principle would be the same.

A startling example of coöperation from great numbers of parents and taxpayers occurred in 1931 and 1932. Because of a reassessment in Cook County, no taxes were collected for twenty-seven months, and it was necessary for the school to sell tax anticipation warrants to raise the necessary money to keep the school open. Unfortunately, the depression came at the same time, and banks would not buy our warrants. Faced with such a crisis, our students made a door-to-door canvass, and sold a total of \$120,000 worth of warrants, making it possible to finance our way for the year until a new tax came into collection.

Most situations where we get assistance are not as dramatic as that, but a multitude of group and individual contributions to New Trier have been in constant evidence.

A citizen of our township has had a hobby for years of collecting examples of pre-Columbian pottery, musical instruments, weapons, and ornaments from Central and South America. Many of his articles were in the Mayan Temple at the Century of Progress. He has placed this exhibit in our school in a room which we have set aside

EDITOR'S NOTE: Now and then we hear a complaint about the difficulties which the community sets up in school administration. In this series of articles, administrators point out the numerous ways in which their local communities have been definitely helpful to their schools. We hope that in these articles readers will find suggestions that may be applied in their own communities. This article was obtained for THE CLEARING HOUSE by Dr. H. H. Ryan, director of integration, State Teachers College, Montclair, New Jersey. The author is superintendent of schools, New Trier Township High School, Winnetka, Illinois. The second article in this series will appear in the next issue. We invite readers to contribute short articles to this symposium.

for a social-science museum; and with this fine collection as a nucleus, our social-science museum has become an important center.

We have a highly organized program of school activities—dramatic, musical, athletic, charitable. As is true in most schools, our support comes largely from paid attendance at public performances. Without the support of the public, these activities would be severely curtailed or go out of existence.

We find ready assistance from members of our community who come into the school and address assemblies or talk informally to class-room groups or individuals. The village managers from the various villages in our township, the chairmen of caucus committees, postmasters, chairmen of civic committees, meet with our civics classes.

A committee of our parents in their capacity as a Parent-Teacher Council meets with us to discuss educational and administrative problems of the school.

We are on the verge of launching into a vocational-information campaign in which the services of many residents of our community will be solicited. In years past, doctors, lawyers, merchants, tradesmen, have given of their time to meet with groups of our students to answer their questions and to discuss the advantages and disadvantages of their respective callings, the type of training needed, the expense of such training.

In our community we have had remarkable coöperation from doctors and dentists. We are in the midst of a tuberculosis skin-testing program. The doctors are donating their time to give the test to every child in school who will take it. Following the test all those who show positive reactions will receive an X-ray examination. One of our local doctors is having his own X-ray apparatus installed at school for the purpose of carrying on these examinations, at considerable expense and great inconvenience to himself.

The rank and file of our parents coöperate in our student aid program. Each year we

send a letter to our parents describing the needs we have for assisting certain children with lunches, books, glasses, medical supplies, etc. As a result of this letter, we get each year a sum in the neighborhood of \$1200. This does not come in a few large amounts, but mostly in sums of from one to five dollars.

Our nurse maintains a health fund in addition to this aid. Every fall local organizations send her checks, for ten dollars, fifteen, or even twenty-five, to carry on her work with needy pupils.

One of our families lost a son in the World War. In his memory, they have given to the school each year a scholarship fund of four hundred dollars which is to aid boys and girls who without this aid might have to leave school. This is given in small sums, usually not more than twenty-five dollars to any individual. One of the fine services that this fund has rendered has been to help boys and girls at commencement time who could not afford proper clothing for graduation and for starting the work or educational program just ahead. I have in mind as I write a dozen individuals who left high school for their jobs or schools with clear eyes and their chins in the air because they were properly clothed.

Some years ago we discovered that the mother of one of our pupils was an authority on the music and musical instruments of primitive people and ancient times. Her contributions to us at that time in the way of lectures and demonstrations have resulted in her joining our staff as one of our most valued faculty members.

Intangible, but of utmost importance, is the contribution made to a school by the parents because of their sympathetic interest and understanding of a school's program. In our school we have the theory that the parent has a joint responsibility with us in the pupil's regularity, punctuality, behavior, and progress. When a child fails in showing satisfactory development in any

of these we refer the matter to the parent and ask for a conference. In the great majority of cases we get complete coöperation from the parents and thereby from the pupil. In at least one community where I was connected with the public schools, this community-and-school relationship would have been considered an impossibility.

Our community contributes to our welfare by being willing to take time to understand the school. In the fall we have a freshman parents' "go-to-school" day. We begin school at 3:00 P.M. and run to 10:00 P.M. The upper three classes are excused all day and freshmen come and bring their parents. For years we have averaged better than one parent per pupil at this meeting. This type of community coöperation produces good schools.

Recently a group of twelve parents, a faculty committee, and the Board of Education dined together and spent the evening discussing educational philosophy and policies; they were people for whom it was a sacrifice to give the evening.

That brings me to the greatest contribution our community makes to its school—the character of the men and women whom it elects to our school board. The work of the best teachers in the country can be nullified—and in many places is being nullified—by poor school boards composed of ignorant, vicious, and venial members. Our community has been able to induce men and women of education, character, and vision to serve on its boards, and has supported them loyally. This is the greatest contribution the community can make.



Recently They Said:

Education: Tail Wags Dog

The geography and history books show pictures of our state and national capitols, of our skyscrapers and union stations. They are strangely silent about the quality of the homes of the workers of the land. Such a situation will not last forever. . . . If I were outlining methods of dealing with the problem of housing in a modern school, I would suggest that it become one of the major centers of the whole school program. Along with the items of food and clothing, housing would become a unit that would be discussed throughout the entire school period, from the kindergarten to the end of the junior college. Each student would study various aspects of this problem until he left school. When we realize that two-thirds of the energy of the American people is used in providing food, clothing and shelter, we could see why it would be important to keep these items in the school program continuously.—HAROLD F. CLARK in *Curriculum Journal*.

Same I.Q., Different Marks

I was curious to know why some high-school boys and girls with approximately the same intelligence quotient as others received different marks; so I investigated the case of two girls with nearly the same I.Q. The one, I found, was the only daughter of a college professor who had taken her on several

trips to Europe and had brought her in contact with books and cultured conversationalists. Her home work was prepared in a quiet room, free from interruption and interference. The other girl was one of seven children who lived with their parents in a few small rooms. When she tried to do her home work, she found it next to impossible to study because of crying brothers and sisters and a blaring radio.—KERMIT EBY, executive secretary, Chicago Teachers Union.

Loose Screw

Some of the most obscure and unrealistic thinking now being done in America is the product of minds that never knew which way a screwdriver turns to tighten a loose screw.—DAVID CUSHMAN COYLE, in *School Science and Mathematics*.

Mimeograph Curriculumms

Running our mimeographs at top speed and deluging our teachers with material resembling a mail order catalog is confusing. In other words, dear classroom teacher, if you are alert to better ways of doing the things you are now doing, you are a curriculum builder. For the curriculum is what goes on in your classroom unit. It is not something written or printed that is gathering dust on your shelves.—OTTO J. HERBER in *Michigan Education Journal*.

The "SUCCESS" Books: PHONY GUIDANCE?

By PHILIP R. JENKINS

SINCE so many success books have recently reached such fame as to be included in the pun repertoire of the radio laugh artists, and have almost become American classics, I began to wonder where they all came from. Personally, I had fought shy of reading such books as *How to Win Friends and Influence People* for fear of falling into a psychological slough of Despond; but so many of them kept coming with such stirring titles as *Wake up and Live*, *Don't Be Afraid*, *Discovering the Genius Within You*, that they seemed to be a peripheral phenomenon of some deep-seated disorder. I decided to investigate, and was agreeably entertained as follows.

In the *Cumulative Book Index* for 1928-1932, under "Success", over a hundred titles were listed. In the *United States Catalogue* of books published 1912-1917, over a hundred titles of this type were listed, such as *Take It* and *How to Get Your Pay Raised*.

EDITOR'S NOTE: *The author has made a transit through the realm of "success" and "inspirational" books. In this article he offers not only information on the current crop, but illuminating facts concerning its family tree. The writers of such books, claims Mr. Jenkins, are revealed as wolves in William James' clothing. We publish this article with no comment of our own, in the hope that it will raise two questions in the minds of readers: Should the high school say nothing for or against this type of book to its pupils? Should the high school warn pupils against the genre? The author teaches in the John Marshall High School, Rochester, New York.*

In the *United States Catalogue of Books* in print January 1, 1912, nearly a hundred such titles were listed.

But the stream of success books did not stop here, although it diminished in volume as I went back in time. In the *American Catalogue* (Bowker), 1890, there were twelve titles, such as *Top of the Ladder* and *How to Reach It*, and *Helps for Daily Living*.

In the same catalogue for 1884 nine books were listed, among them such alluring entries as *Room at the Top; or How to Reach Success; with Biog. Notices '82*, and *Tact, Push, and Principle*. And in the 1876 volume there were six books named, with such modern titles as *Six Hundred Easy, Profitable, and Pleasant Ways to Make Money*. The best title of the six, however, was one by Mrs. V. Penny: *How Woman Can Make Money, Married or Single, in All Branches of the Arts, Sciences, etc.* \$2.

This was all a revelation to me, although as far back as 1925, while in college, I had read a book called *The Man Nobody Knows*, in which, as somebody said, the author tried to prove that Christ was a super-salesman employing "Modern Methods of Approach". True, that was before 1929, the year of the Great Plague.

At this point in my search I stopped to look over my notes and decided upon a new tack. In many of the lists dealing with books published around the turn of the century there was one author whose name appeared often—Orison Swett Marden.

Thinking to find out his popular appeal for his generation, I asked a gentle-faced, white-haired librarian whether she had ever heard of Orison Swett Marden. She looked at me wearily as though I were a ghost

arisen to haunt her. "Yes," she said, "and thank God he's dead!"

When I came to looking up the life of Orison Swett Marden I discovered that he had read *Self-Help*, by Samuel Smiles, a famous English writer of success books, and as a boy had been inspired to devote his life to service.

Mr. Marden was well qualified to write books on success. At an early age he became an orphan, yet in spite of such misfortune graduated from Hampton Institute, New Hampshire, in 1873; from Boston University, with the B.A. degree, in 1877; and from Harvard with an M.D. tag in 1882. He rigorously applied the principles laid down in *Self-Help* during his college days, and he was graduated with the tidy sum of \$20,000 in his pockets.

The catering and hotel management business laid this nest egg for him. Having finished his formal education with a continental tour, he returned to Black Island, off Newport, Rhode Island, and continued in the hotel business, with investments on the side in advertising and real estate. Then he went west to Nebraska, still as a hotel man, and became known as Lucky Marden.

Losing money in 1892, he went to Chicago, where he worked as manager of Park Gate Hotel for a time. Then he returned to Boston to make a fresh start, believing that the will to succeed is the most vital element in success.

In 1879 he launched a magazine, *Success*, which was designed to make everybody successful. This venture continued until 1912, when it failed.

But January, 1918, found him publishing a new *Success*. He ended his days on March 10, 1924.

Meanwhile he was writing his books: *Rising in the World*, 1896; *He Can Who Thinks He Can*, 1908; *Ambition and Success*, 1919; *Masterful Personality*, 1921.

His books must have been his real gold mine. Thirty of them were translated into German. Three million, variously translated

into twenty-five languages, have been sold. Even *Gone with the Wind* is a long way from that record.

The books of Orison Swett Marden are rather difficult to review because they are merely collections of stories about great men, all designed to prove certain notions of the author, such as "One should do everything to a finish"; "The 'I will' attitude will cure all evils"; "Don't wait for your opportunity; take it"; "The art of pleasing is the art of rising in the world." Also, I must confess that two of these books were enough for me. I know that the modern student of Mr. Marden's books will sympathize with me.

In *Success, a Book of Ideals, Helps, and Examples for All Desiring to Make the Most of Life*, 1897, he spends a good part of the book inspiring his readers to be ambitious, to work hard, to get ahead in life, etc., and then quaintly enough, towards the end he remarks that all Americans are cursed with too much ambition!

And this amusing sentiment follows: ". . . it will be centuries probably before America can possibly have as efficient servants as England. The farther west we go, the more noticeable this becomes."

In Chapter III he deals with wealth. He spends some time extolling the value of money, and then he says that money is a horrible thing. Stories illustrate each contrary idea. Again: "Civility, manners, and courtesy are important investments relative to monetary success."

But the prize story of the whole book comes in Chapter IX. A cabin boy on a ship refuses to drink his grog, the sailors make sport with him, and the captain sends him to the maintop, where he must stay until he consents to drink, or until the night has passed. In the morning he is taken down exhausted. He tells his story to the captain:

Two weeks before I came on board this ship I stood beside my mother's coffin. I heard the dull thud of falling earth as the sexton filled the grave which held her remains. I saw the people leave the

spot: I was alone; yes, alone, for she who loved and cared for me was gone. I knelt for a moment upon the fresh turf; and, while the hot tears rolled down my cheeks, I vowed never to taste the liquor that had broken my mother's heart and ruined my father's life. Two days later, I stretched my hands through the prison bars, behind which my father was confined. I told him of my intention to go to sea. Do with me what you will, captain; let me freeze to death in the maintop; throw me into the sea, anything, but do not, for my dead mother's sake, force me to drink that poison that has ruined my father and killed my mother. Do not let it ruin a mother's only son!

The strange part of it is that people really used to talk that way. They were sincere in their insincerity.

The Making of a Man, 1905, is practically a duplicate of *Success*. He repeats whole paragraphs verbatim, and his general outline is the same. (For these two reasons I hesitated to go on to his other books.) But the beginning of this book is a classic in the field of introductions, and the literary descendants of Mr. Marden would do well to copy it. He begins weightily:

"What is a successful horse? The animal that develops his peculiar powers. To develop manliness is the goal to which every man is to be guided."

And there we have the complete history of evolution in a nutshell!

But I do not want to be too hard on Mr. Marden, now deceased. I have talked so much about him because I feel that he is a representative of an amusing episode in our cultural history. Then, too, he may have done a lot of good. Who knows?

When one starts to compare the older success books with the newer ones, he notices immediately a difference that reflects in miniature the changing habits of thought of an age.

The older books are mostly religious in tone; there is frequent reference to honor, dependability, courtesy, etc. The newer books, although the same in essence, have acquired new clothes. They speak of inferiority complex, latent content, disintegrated phantasmagoria, neuroses, etc.

While it is obviously impossible to fix an exact date for this change, it is interesting to note that as late as 1915 Nathaniel Fowler was able to sell a book called *Getting a Start*, in which there is no psychological apparatus.

But we are now in the heyday of popular psychology. Even high-school children speak glibly of inferiority complexes, and every popular magazine has its intelligence test. One feels that crossword puzzles, brain twisters, Professor Quizz radio programs, Vox Populi programs, et cetera, ad infinitum, are natural outgrowths of this sudden interest in the psychic.

But what is the central idea behind all these books? Thinkers have always praised sincerity, honor, hard work. These success books speak of the same virtues. How do they differ from the writer of the *Book of Proverbs*, Marcus Aurelius, Emerson?

THEY LACK SINCERITY

If the answer to this question could be reduced to a few sentences, one might say that there is a lack of sincerity in the success books. These say that one should be polite because politeness will get one a job. Enthusiasm, knowledge, health, character, are all good because these qualities lead to success in life, by which is meant more money. And that's wrong, one feels. If there is any inherent good in these qualities, then one should be pleasant because he enjoys being pleasant; one should acquire knowledge because of the sheer love of knowing.

But modern business has taken to bed the virgin psychology, and the salesman who comes to your door with the efficient, scientific greeting is the illegitimate child of such a union, and a direct descendant of old Judge Pyncheon.

And now my first question: since the writers of the success books are by no means original thinkers, who is their master? The answer seems to be—after I have reduced a success book to "a smile is good if it works, if it sells the product"—that this

formula savors of pragmatism and William James.

Success books, whether or not the authors know it, seem to be mere popularizations of the chapter on the Will in *Principles of Psychology* (1881) or of *Pragmatism* (1907).

I do not mean to say, of course, that Mr. Marden read William James, winnowed the chaff from the wheat, and then presented one of those two products to his public. The history of thought shows us that related ideas are tossed about among a hundred minds before the appearance of a master who fits the jig-saw puzzle together.

William James was such a master, and Mr. Marden one of the hundred minds, contributing to, perhaps, and drawing from, William James. Mr. Marden, of course, may never have read William James, but he could hardly have failed to be influenced by one of the dominant ideas of his time. At any rate, success books from 1907 on, those of Mr. Marden included, seem to be a definite outgrowth of the books of William James.

PHILOSOPHY GROUNDED

Of these books Mr. Lewisohn in *Expression in America* says:

The heavenly maid philosophy had come to earth; teas were given in her honor; she bore meliorism in her right hand and liberal Christianity in her left; she could embrace everybody and remain virgin. The suspicion that in the best of all possible worlds we were running the best of all possible civilizations straight to a millennium of righteousness and increased profits—that gentle suspicion had now received the stamp of philosophic truth.

But William James went further than the popular conception of pragmatism. Mr. Lewisohn remarks that James appreciated the paradox of the moral life as a result of pragmatism ("... the faith of the burners of heretics often 'worked' for them and brought them power and satisfaction and vindicated for them their view of things"). Consequently James "excoriates in his letters the moral flabbiness born of the exclusive worship of the bitch-goddess Suc-

cess". . . . "James meant something finer than this and spoke of the harmony that must and should exist among the different kinds of working truths within the miniature cosmos of the soul."

And after William James comes John Dewey. Let me quote the *Cambridge History of American Literature* on this philosopher to show how popular writers of success books have picked up the crumbs from the master's table and have made a bread pudding for the nourishment of the feeble-minded:

Dewey appeals powerfully to the prevailing distrust of other-worldliness, a distrust which permeates even our theology with its emphasis on the social mission of the Church. The doctrine that all ideas are and ought to be instruments for reforming the world and making it a better place to live in, appeals at once to popular utilitarianism, to the worship of immediate practical results of which Theodore Roosevelt was such a conspicuous representative. In a country where so many great deeds in the conquest of nature are still to be performed, practical man's contempt for the contemplative and the visionary is reinforced by the Puritanic horror of idle play and of things which are purely ornamental.

It seems that whenever an intellectual movement frays out to loose ends, there is always the clown of the piece who keeps us from becoming too serious about these same loose ends.

To mention a few of these men, there is Aristophanes, writing *The Frogs*; Cervantes, writing *Don Quixote*; Rabelais, writing romances about Gargantua and Pantagruel; Swift, writing *Gulliver's Travels*; Voltaire, writing *Candide*.

Knowing this, I thought that there certainly must be some one satirizing success books, and after a brief search I found my man—James Thurber, who writes magnificently in *Let Your Mind Alone*. I have chuckled for a month about his "Happy-mated Rabbit Terrified by Motor-Car" and his "1935 V-8 Sex Symbol". The discovery of this book more than paid me for my dreary ploughing through the success books tribe.

IDEAS IN BRIEF

Edited by THE STAFF

Odd Jobs Department

An "Odd Jobs Department" is functioning in each of the junior and senior high schools of Knoxville, Tenn., reports the board of education of that city. The vocational counselor of each school is in charge. Citizens and business concerns are invited to patronize the service. Pupils who register for work may be sent out to read to invalids, do typing, distribute circulars, do housekeeping, etc.

What They Think of Teacher

A questionnaire on school matters was given to pupils in the seventh and eighth grades of the Maple Grove School, Williamstown, N.J. Some of the questions concerned pupil evaluation of courses offered, some dealt with school regulations, and some with good and bad characteristics of the teachers. Answers of the pupils proved to be a mirror in which teachers found their unconscious habits and often irritating characteristics shown to them. Four questions concerning teachers were: "What do you dislike about teachers?" "What do you like about your teachers?" "Suggest some improvements", and "What do you wish that teachers would not do?"

Safety Program Activities

The following activities for a year's safety program have been suggested to junior-high-school principals of Massachusetts by the supervisor of safety education of the state department of education: surveying and analyzing school accidents; surveying and analyzing home accidents; supervising play of smaller pupils; surveying danger spots in locality and making map; showing shortest routes to school; preparing talks to present to younger children; preparing plays; arranging safety exhibits; conducting information bureau, particularly before summer vacation; and cooperating with local agencies in safety work.

Teachers' Recreation Coöperation

Each Thursday from 7 to 8 o'clock in the evening the teachers of Kingsport, Tenn., meet in one of the school gymnasiums for exercise and recreation. The activities available are a wide variety of games and ballroom and tap dancing. Some of the teachers are reported to have discovered, to their surprise, that active recreation was fun, and that there were teachers in other Kingsport schools who were worth knowing.

Teachers' Credit Unions

The following announcement on teachers' credit unions has been made by the Executive Committee of the New York State Teachers Association: "From time to time teachers as well as other citizens find it necessary to borrow money. In the past it has been rather difficult for teachers to obtain loans through banks. They have been forced more or less to go to finance companies. Even though these finance companies, so far as we are able to determine, are all sound and doing a legitimate business under the laws of the state, your Executive Committee has found that it would be to financial advantage for groups of teachers to set up credit unions. Many have already been created and are working very successfully. They are managed by teachers themselves and money can be borrowed from these credit unions at a large financial saving. Through the system of credit unions teachers are encouraged to save and at the same time their savings are loaned out to teachers who are in temporary need. The Executive Committee set up a special committee to make a study and issue bulletins in regard to this. This special committee has had the aid of Dr. Burke of the office staff and the assistance of the Farm Credit Union of the national government. We recommend that this work be carried on and hope there will be a steady increase in credit unions for teachers throughout the state."

Patrons' Special Interests

Probably in many communities there are persons with special interests who would be glad to cooperate with the high school in promoting those interests, as in the following case: *The person with a special interest:* Mrs. George Underhill, of Knoxville, Iowa. *The special interest:* the reading of biographies. *The cooperation:* Mrs. Underhill offered prizes to pupils of the local high school for the best tabloid reviews of biographies.

Hospitality Committees

Homerooms of the Belmont, N.C., High School have "hospitality committees", reports Paul H. Neal, principal. The committees visit members of their homerooms who have been absent from school more than two days because of illness. They bring books and magazines, and perhaps flowers or fruit, as well as daily assignments.

Pupils' Health Needs

The health needs of pupils is the subject of a campaign planned by the Board of Education of

New York City to make parents aware of the problem. Groups of parents will go to various schools to assist nurses and doctors in the work of health registration.

Peace Unit

A unit on peace has been a part of the American problems class for high-school seniors of the McClatchy High School, Sacramento, Calif., for the last two years. One phase of the unit concerns nationalism, armaments, and munitions makers. Important is a critical study of peace treaties and their effectiveness up to the present. Another phase of the unit is a study of the importance of international peace to the progress of civilization. Successful examples of international cooperation, such as that between Canada and the United States, the International Postal Union, the Red Cross, and the international clubs and lodges, are considered.

Student Participation

The following suggestions for a program of student participation in the secondary schools, each based upon successful practice in a school, were made in the group discussion of the topic at the annual meeting of the Michigan Secondary School Association. Present were representatives of the Holland High School and the Big Rapids High School, pioneers in this work in Michigan, with many years of experience. The suggestions: (1) Participation of pupils should not be decreed by the faculty, but should arise out of demonstrated desire on the part of the pupils, (2) The program should not be fixed rigidly in advance, but should be experimental and flexible, (3) Before nominations of officers, a program of discussion of the characteristics and requirements essential for office holders is helpful, (4) Every means of publicity in the community and in the school should be used for the program, (5) The prestige of the student administration should be built up for the benefit of the student body, and one good method of doing that is to allot the council a room of its own. The faculty representative should have the qualities of a counselor, and not those of a dictator.

Local Newspaper Series

A series of popular articles "on various topics having to do with the operation of the schools" of New Castle, Del., has appeared in the *New Castle Gazette*. Writers were Samuel Engle Burr, superintendent of schools, and members of the faculty. The articles were published weekly over a long period of time.

Travel Poster Project

Study of geography was motivated in the junior high school of Aberdeen, Wash., by a project for collecting travel posters. An eighth-grade class was used for the experiment, in which social-studies and English departments cooperated. Travel advertisements were collected. Pupils wrote letters to the advertisers in English classes, requesting literature and posters. Recently the school had collected about 500 posters and 6,000 pieces of literature, and more are arriving. Most of the civilized countries of the world are represented. David N. Davidson, teacher who developed the idea, reports that the new materials have increased interest in geography study. The walls of all rooms and corridors of the school building are now improved by poster decoration which is changed monthly.

English Teachers: Read Pulp

A shockingly low quality of books and magazines is read by high-school pupils in free time, stated Charles Wilcox, director of secondary education of Kalamazoo, Mich., at the group discussion of remedial reading at the annual meeting of the Michigan Secondary School Association. A recent survey made in Kalamazoo schools indicated that pupils had worse tastes in reading than had been supposed. Mr. Wilcox suggested that a first step toward remedying the situation should be for English teachers to read their pupils' favorite wood-pulp magazines and juvenile series of books. Then teachers could base their work in improving tastes upon a better understanding of pupils' reading interests.

Three-Religion Celebrations

For three years the Lincoln Junior High School, Minneapolis, Minn., has held joint Christmas-Hanukkah and Easter-Passover celebrations as a means of eliminating racial prejudices. Protestant, Catholic, and Jewish clergymen have participated. The slogan of the occasions is "Coöperation and appreciation—a step beyond tolerance."

More Clubs

Schools considering an addition to their rosters of clubs might find an idea in the following list of clubs of the West Junior High School, Duluth, Minn.: Pageantry, Brush and Pencil, Needlecraft, Bird, Knitting, Stamp, Aviation, Story Hour, Radio, Woodwork, Library, Tumbling, Travel, Archery, Embroidery, Dramatic, and Better U. The Better U Club gives girls an opportunity to learn more about personality, grooming, dress, and manners.

Our special social-studies class for the

STUDENT COUNCIL

By W. N. ATKINSON

FEW PRINCIPALS question the importance of the student council in any well-organized school, yet it has not received generally the curricular recognition accorded to many other activities. The council often meets at inconvenient times; the result is hurried meetings which fail by a wide margin to permit achievement of the objectives usually accepted for the organization.

Frequently, members are called from classes, homerooms, or other activities for council meetings. This practice is justified by the argument that while students are missing some of the benefits attendant on their presence in regularly scheduled activities, the educational value of council participation is sufficient to offset the loss.

Perhaps this is true; indeed, I firmly believe it, yet the fact remains that it is not the activity designated for the period, and the withdrawal of students from classes at frequent intervals is poor educational practice.

If the withdrawal is from homerooms, the student misses the contacts which serve largely to qualify him as a representative of the group. Furthermore, if the council is

really such an effective educational medium, its advantages should surely be capitalized more extensively.

In short, the usual council organization falls below its possible efficiency because meetings are too hurried, infrequent, or irregular, because time is taken from other activities for which members are scheduled, and because there is too little opportunity for organizing and fixing the values supposed to accrue to members from their participation.

These considerations led the writer to an innovation in council organization in the Macomb, Illinois, High School during the school year of 1937-1938.

Fundamentally, this innovation was the creation of a social-studies class consisting of the members of the student council. (The school is a four-year high school of about 450 students. The council consists of two members from each of the sixteen homerooms, who are elected in alternate semesters for one-year terms.) When tentative plans had been completed, the council voted to try the plan for one year.

Objections to the plan will occur immediately to the reader. Some council members will be unable or unwilling to substitute such a course for another or to carry it as a fifth subject. The group, consisting of students from all classes, will be rather heterogeneous.

There may be confusion of learning and legislation and, especially, there may be excessive domination by the principal or teacher in charge. Each of these objections will probably be met in some degree in any situation.

Since this school operates on a five-period

EDITOR'S NOTE: *In this daily social-studies class of the Macomb, Illinois, High School, the thirty-two members of the student council get a fusion of civics and council work. The author was principal of the school, and is now in the Graduate College, Department of Education, State University, Iowa City, Iowa. He writes: "I believe very sincerely that this is a good idea for schools in the class of the Macomb High School."*

day, it is very difficult for a student to carry five subjects. However, the course was organized to include a sufficient amount of civics to meet the school's requirement for graduation.

This plan reduced substitution difficulties for practically all except seniors, and even for some of them. Consequently, there were only a few members who asked to be relieved when the new plan was inaugurated.

The heterogeneity of the group proved less of a problem than anticipated. Students elected to council membership are usually high average or superior in ability, and instruction can be individualized to a high degree. This also aids smooth transitions between legislative and learning activities, although the two will often be integrated.

It is quite possible for a principal to exercise too much domination. However, the same may be said of almost any council situation. The philosophy of education which leads a principal to approve a council in his school is the best guarantee that he will guard against distorting council activities to make it inoperative in its prime function.

The actual work of the council during the year was largely a matter of council choice. Topics for study were suggested by the principal and students, and the group chose the most interesting. The only restriction on choice was that at least one unit in government must be included.

In like manner, a list of possible projects was compiled and several selected for special attention. No textbook was used, but appropriate bulletins and pamphlets were secured from different governmental units; a weekly current events magazine was employed; and frequent reference was made to encyclopedias, yearbooks, and special materials in the school and city libraries.

Probably the most successful project of the year was the improvement of the high-school assemblies.

An assembly committee consisting of several council members and a faculty adviser

had been in existence for some time, but its work had been hampered by lack of time and inadequate organization. Now the committee set out on a definite program backed by the entire council.

At least one assembly a week was scheduled, and each council member was pledged to serve once as chairman or as some other program official. Training in conducting assemblies and other meetings was included in the learning activities of the class. As many students as possible outside the council were to be induced to participate in one or more programs.

One of the barriers to student participation was the "kidding" which students appearing on the platform received from their friends.

The council drew up a set of principles of assembly courtesy which it insisted should be observed. The administration was glad to support the council's decision, and time was given for discussion of the subject in the homerooms. As two frequent offenders were members of the council they were speedily placed on programs, and other ringleaders were persuaded as soon as possible to make platform appearances.

The attitude toward student assemblies improved immediately, and much less difficulty was encountered in securing the participation of other students.

Embarrassment and failure of students participating was further guarded against by adequate preparation. The faculty adviser to the committee, with members of the committee, gave students what help they desired in the arrangement and presentation of their portions of the program, and checked carefully on timing.

Except for two assemblies called for administrative purposes, students took entire charge of all programs and adults appeared on programs only on student invitation. Pep assemblies were also under the supervision of the council, and their quality improved greatly during the year.

Similar results have been secured in other

schools with different types of council organization, it is true, but while previous efforts in this school may have prepared the way, progress had been terribly slow compared to the accomplishments of a single year under the new system.

Another major achievement was the inauguration of a community occupational survey and, closely related to this, a check on the present occupations of recent graduates and a questionnaire to parents concerning the type of information and skills they found most useful to themselves and most desirable for their children.

These projects are not yet complete, but they have laid the foundation for continued studies which may have far-reaching effects on some phases of curriculum and guidance in the school.

Similarly, a survey was made of the internal organization and equipment of the school. It resulted in specific recommendations for lighting, seating, library facilities, physical education and recreational equipment, and other pertinent matters.

During the year the council moved gradually toward general control of the entire activity program. The administration as well as the council held this centralization of control to be highly desirable.

Some activities, such as the school paper and activity ticket fund, were already under council control, but further extension had seemed impractical under the previous council organization. It was thought best for the council to proceed rather cautiously in the centralization program, both to avoid offending other organizations and to allow its members to assume increasing responsibilities only as they became increasingly capable.

A number of minor projects of the council

during the year need not be enumerated.

While the activities described were probably of some value to the school, it is necessary to justify this type of organization in terms of the development of the students in the council as well.

But it is rather difficult to measure this development objectively. We do know that members learned something of the organization and operation of various branches of government, of the purposes and organization of public education, of desirable and undesirable features of school and community life, and of certain more general social problems selected for study.

In addition, they made gains in personal abilities and attitudes. They met people, both adults and students, under new circumstances, and made at least one public appearance. They broadened their outlook on at least some of the problems of school and community, and gained practice in group work as well as in accepting individual responsibility.

No claim is made for the uniqueness of these accomplishments or for the perfection of the program as outlined, but those associated with it considered the first year's results satisfactory.

When the writer resigned at the end of the year and a successor was named, it was agreed by both the new principal and the council that the new organization should be continued.

It is probably too early to predict the ultimate success of this type of organization. Some will deplore and others, perhaps, approve the greater turnover in council membership which it tends to produce. With all its problems, the writer believes that the plan has sufficient possibilities to justify experimentation in other systems.



Ambition

Two grave defects of educational research are: first, it tries to measure precisely the obvious; second, it attempts to measure the immeasurable.—

Dr. Harold Laski, London School of Economics, now visiting professor at Columbia University, New York City.

I Don't Want My Boy To Be a **RUBBER STAMP**

By
BRUCE ALLINGHAM

RECENTLY I talked to a mother whose small daughter lay badly injured in a hospital. She had been struck down by a car while crossing a street, on the way to school. Tearfully the mother explained that for weeks she had accompanied the child to this particular intersection, had herself waited to see that no more cars were coming, and then instructed her daughter to "walk carefully between the two white lines" so that she would be safe.

But one morning the woman had been unable to go with the child to the corner. The little girl had gone blithely on her way, had stepped serenely out into the street, without looking to right or left. "Mummy" had said to "walk between the white lines", and that she would be safe. And although the driver of the car which struck her was prosecuted for reckless driving, don't you see that, fundamentally, it was the mother who was to blame for the accident?

Why do adults persist in trying to substitute their own intelligence and wisdom and abilities for those of the children in their care? Why do they persist in forcing these children to cling to their apron strings, in depriving them of their inalienable right to develop their own individual initiative and abilities? Why don't adults help chil-

dren to grow up with a strong appreciation for independence in thought and behavior, for individually expressed, albeit socially approved, behavior?

This problem faces all who deal with children, for every child is born with the drive—a fundamental part of human nature—to achieve independence in thought and action. It is not a thing to be stifled, or a carry-over from primitive society. That it be encouraged and developed and guided so that each child may become a wholesome, alert, well-balanced member of this complex society is an absolute necessity.

You must agree with me when I say that no human being can be so pitiable as the adult who, suddenly thrust out of a home where his every thought and action have been rigidly directed by parental judgment, is faced with the necessity of making decisions at every turn. However, there are many who during childhood rebel emphatically against this disposition on the part of adults to see themselves as "indispensable" to the child.

I was one of the latter class, and now, as an adult, I am close to this problem every day. Besides my work as a teacher, which brings me into constant contact with hundreds of children and adults, I am the father of an exuberant, energetic six-year-old boy.

If I may be pardoned for going back to my own childhood and adolescence, I can easily point out to you the reasons why I am so intensely desirous of seeing that independence developed in my son.

Visitors to our home, when I was a lad, were usually struck by the decorum exhibited by my brother and two sisters and by me, in the presence of my father and

EDITOR'S NOTE: *Those of our readers who have children, do guidance work, or have contact with the parents of pupils, will find this article particularly interesting. The author, who is principal of the Union High School, Hugo, Colorado, considers the future of his six-year-old son in the light of his own childhood experiences.*

mother, and they were wont to comment upon our "lovely manners". There is no doubt of it—we were courteous, attentive, tractable, certainly never boisterous or opinionated or given to occasional displays of independent thought or achievement.

As father was a minister, we of course attended church, and there was no wiggling or whispering or drawing of intriguing pictures in the hymnbooks to while away the time. Dad, in his pulpit, saw everything.

I don't think Dad intended to be unreasonable or to harm us in the least. He just didn't think we had sense enough to know how to act or how to think, and he couldn't see why he should explain these things to us and help us work out our own salvation. It was much quicker and decidedly more effective to tell us what to do, see that we did it without question, and be firm in demanding that we never forget it.

When I was a little fellow starting to school, my first two or three years in the elementary grades were stark misery. As a Godly man, Dad couldn't brook displays of fistic talent in his children. It wouldn't have looked right for the minister's son to be seen fighting. Consequently, with a well-developed defeatist complex, I usually took a hearty thumping from a schoolfellow—who, of course, knew he'd have easy picking—and another thrashing from Dad when I got home.

Certainly it should be obvious that there was nothing here to encourage independence of thought or action. I remember, however, that Mother was a bit dubious of this course all the time, and some time later the sentiment at home began to change on the subject of fighting. By about my fourth year in school it became tacitly understood that I was to "stick up for my own rights". I've been a bit belligerent ever since.

(I might insert a thought here in defense of my father. I am the oldest of four children, and he apparently *learned* on me. I see now that my sisters and brother have had much more freedom of decision.)

As I grew older I was made increasingly aware of my relative inability to make my own decisions. Dad, and Mother too, for that matter, were never ready to concede me the possibility of being right.

Even when I was small I usually had a job other than the usual "chores" around the house—carrying a paper route, watering and mowing lawns, or the like—and they were always very free with advice as to how I should conduct my affairs, and prone to find fault if I went ahead on my own initiative. Yes, it was only that they were afraid that I might make a mistake, but they were so consistently critical of my efforts! They never attempted to deliberately take the money that I earned and spend it for me in the only way they considered it should be spent, but, as I recall, rarely did I ever spend it wisely enough to merit their approval.

Probably the part in this that I regret most of all was the fact that I never felt sufficiently certain of Dad's or Mother's faith in me to be able to bring to them my personal problems. There was always too much criticism ready to come to the surface, and I avoided it. I was scolded or punished for my mistakes. Do you wonder that I am absolutely infuriated now by tactless criticism?

Very vividly do I recall many bitter experiences over the use of the family car! I was beginning to feel so "grown up", and I wanted my use of it to be as nearly as possible a business proposition between Dad and me. In exchange for keeping the machine washed and greased and for making small repairs, and for taking care of the lawn and garden and other small duties around the house, I would have been only too ready to be reasonable in the matter of its use.

But there was no understanding about it. I was dependent purely upon Dad's whims. If he happened to have had a difficult day, I was very likely to be afoot. It might be that I was "running around entirely too much" (I rarely asked for the car oftener

than once a week). Or maybe the car just "needed a rest". I could never be sure.

Occasionally when I did have the car, and there was a bit of misfortune—a flat tire, a broken brake rod, or something that might happen any time, regardless of the driver—I didn't get the chance to have repairs made, pay for the bill in full, and mark it up to "experience". I got a sermon that lasted for days. I took it without flinching before Dad or Mother, but I shed many private tears of bitter resentment at such treatment.

And all the time, I know now, Dad was chiefly concerned with appearances—what the neighbors might think of me, and, of course, him.

When I graduated from high school, I wanted to try something other than school for awhile. I wasn't at all sure I wanted to go on to college. And here Dad did an inexplicable thing. He took me 200 miles away to a strange town, stayed several days with me till I got a job in an oil refinery, and left me to my own devices. It was an experience I shall never forget. It was exhausting work, the bosses were hard drivers, the men I worked with were, of course, indifferent toward me as a person and sloughed all the disagreeable work off onto me they could. I was lonely and homesick. But I didn't go home.

Somehow or other, I began to make friends; gradually I got hardened to the work. I was swinging a sixteen-pound sledgehammer all day long in the boiler shops where they made the huge oil stills, and as I became better developed muscularly and better able to hold up my end of the job, I became increasingly aware of myself as an individual. But it was a slow process, and after six months I came home just too homesick to stay longer.

But there had been a change. I was now not so amenable to parental criticism. After two weeks I went away again, found a job, and stayed with it till I was ready and eager to go to college.

Just briefly I might say that Dad hasn't

left off wondering, somewhat querulously at times, why I am so obdurate about never confiding in him. When I left college, after three years, to enter newspaper work, he rose in all his wrath. A year later when I was editing my own paper, he was as "proud as Lucifer". When I quit to enter teaching, he was vociferous in challenging my judgment. He pitied me for four years while I taught a rural school, but when I became principal of a good high-school system, all was rosy again. When I decided to get married, he and Mother both were positive I was "too young to know my own mind" (I was 20 at the time). They were absolutely ridiculous about it.

When I moved to my present position, they were again sure I couldn't be doing the right thing. And then last summer, when I was offered a superintendency and turned it down because I had other plans, Mother silenced Dad by saying, "Don't you suppose he may know what he's doing by now?" It has been a long fight. I don't want my boy to go through with it.

Jimmy entered the first grade last September. For several years now he has had as much opportunity to develop an independent spirit as it has been in our power to provide. He has had his own room in our home, to arrange as he pleased. He has had his own "income", earned weekly by certain small duties around the house. If he spends his weekly pittance in one lump, he sheds an occasional tear when he discovers something else he'd like to have and can't.

In his early years he was spoiled somewhat by his adoring grandparents. He was very much the center of attention. Now, with a growing power to reason, he is gradually being persuaded that it is discourteous to dominate the conversation and attention at home or in the presence of guests. But we are being careful to accord him assiduous attention when he is recounting his very real adventures and ambitions. When he is downtown with us and teases for us to buy him some object that catches his eye

momentarily, we explain to him that we have to use our money for food or clothes or the like, and he must help us manage our affairs.

He is wiggly and boisterous upon occasion, and I am glad. Perhaps I am an extremist. I don't try to keep him quiet and orderly except when I feel I can convince him that the occasion warrants his being so. Otherwise, I try to get him where he can give vent to his exuberant spirits. He loves to take a number of chairs and two or three blankets into the room where we are sitting in the evening, and, with much puffing and frowning concentration, build a "boat" or "train" or "truck". Why shouldn't he? Of course, if guests are coming and the house should be in order, he is aware of the necessity for order as well as we are, and he wants them to see our home at its best. It's his home, too, you see.

To me, the important thing is to refrain from any act or word that will stifle that splendid ambition and inventive ingenuity that is the birthright of every normal boy or girl. I hope his teachers will provide the materials and directing influence which will allow him to use and develop these qualities.

I want Jimmy to be individual in his tastes for entertainment, companionship, methods of work, mannerisms—all the thousand and one things which make for an independent nature. But I want him to have a certain social consciousness which will temper the rough edges of his independence and make him a balanced, wholesome individual, a socialized personality.

To develop this independence in a child, certain things must be accepted as criteria.

We concede that in infancy there must be an experienced person—as foreordained by nature—to choose for the child during his earlier years that which will give him samples of the best methods of using his own power of choice. As years pass, the wise parent permits his child more and more liberty in choosing, advises him frequently as to the value of his choice, and recommends to him the substitution of other ways of acting when the child has not used good judgment. But just criticism, no!

Do not misunderstand me. I don't mean that the child should have his choice in every matter. For Nature insists that life is not primarily for pleasure, but for service, for accomplishment. Hence in order to fully coöperate with Nature, it is part of the parental duty to familiarize the young while they are still young with ideals of service, of accomplishment, of personal responsibility as well as personal pleasure and entertainment. This, in itself, is the modification of independent individualism to a more balanced, more desirable, social awareness.

I hope that when my child enters school his teachers will find out his interests and latent talents, and that they will see to it that at least some of the work of the school will be of a type in which he will achieve recognition before his schoolmates for his work. I, as most parents, hope he will be average or better in his work, but I want him to continue to feel a certain security in independent effort. I want him to feel sure of himself and of his ability to meet and solve situations without too much outside assistance. I don't want him to be a rubber stamp.



Interchange of Teachers

"The Case for a Nation-Wide Interchange of Secondary School Instructors": Not only is an interchange of instructors desirable as a means of giving wider currency to excellent developments in method and procedure; it is also desirable as a corrective of provincialism. Since secondary school teachers are actually required to add so little to their scholastic

equipment after beginning secondary school work, there is danger that they may limit their outlook to a particular environment. Large cities which make a practice of drawing the whole teaching staff from local training institutions are particularly liable to the evil of provincialism.—A. FRANKLIN ROSS in *Social Studies*.

PUPIL BROADCASTS as MOTIVATION

By
ELIZABETH GOUDY

RADIO has assumed such a commanding place in modern life that it has come to demand consideration by the school. It cannot be ignored in a system of education which attempts realistically to prepare youth for living today.

Of the many possible uses that radio may have in the classroom, that of utilizing the school's public-address system for broadcasts by students themselves may contribute many desirable outcomes. The preparation and presentation of student broadcasts can motivate the tools of instruction—reading, writing, and speech. In addition to the purposeful mastery of these tools, student broadcasts may well meet general educational objectives.

It is not possible to include all of the activities and units of work in which classroom broadcasting may play a part, but, in order to suggest further possibilities in this phase of radio education, a few are described here.

One high-school class made a study of radio news by starting with newscasts heard

each day. Radio news and commentating were next compared with newspaper reporting and editorializing. From this comparison arose such questions as, "What are the sources of news?", "What are the sources of truth?", and many others. Committees were appointed to discover the answers.

This activity demanded purposeful reading and research. Lively discussions about news versus propaganda resulted. Speech—informal speech—was motivated, and the unit culminated in a radio play dealing with propaganda.

Writing the play led pupils to discover the elements of good, natural, conversational style, characterization, and climax. Punctuation and sentence structure were stressed because it was soon evident that actors would have to be able to read and understand the lines before they could enact the parts. The tools of instruction were learned in a situation that was purposeful, one that had developed as a real life experience.

Students' responses following this adventure were to this effect:

I think it is important enough that I told my parents about it and showed them how newspapers and radio use propaganda.

Gee, doesn't the radio spend a lot of money for "ballyhoo"?

I believe less of what I hear and read now. I want facts and I want to form my own opinions.

As part of a similar unit, students might plan, prepare, and produce a panel discussion over the public-address system. This would involve listening to radio forums, "America's Town Meeting of the Air", and similar local programs, to learn the techniques of organization and presentation.

EDITOR'S NOTE: Mrs. Goudy is director of radio of the Los Angeles County Schools, Los Angeles, California. Her many suggestions in this article on the uses of pupil broadcasts over the radio or over the school's public-address system, as motivation for projects and classroom work, are based upon her practical experience. At the suggestion of Dr. C. C. Trillingham, assistant superintendent of the Los Angeles County Schools, the author wrote for THE CLEARING HOUSE this article based upon her talk before the Institute of Radio last November.

Probably, out of the discussions that might follow the listening experience, would come a decision to speak from outlines, since most radio forums are informal. Thus, an emphasis on outlining and speaking from outlines would bring into the unit oral and written skills.

The subject of the panel might be, "Should government control radio broadcasting in the United States?", "Should radio be censored?", or "Radio and the control of propaganda". The development of such a panel, with its motivation of reading, speech, and writing, is certainly a modern educational procedure.

Radio can motivate good speech through the study of the radio announcer and his job. Students might first discover what qualities make an announcement and an announcer good by listening to a wide range of programs. Among other things, pupils will probably discover that when a speaker is introduced to the radio audience the occasion is described, the full name of the person is given, his position, and the reason for his appearance on the broadcast. His subject is announced and perhaps briefly elaborated upon.

Next, to apply what has been learned, students can make their own announcements over the mike and introduce a student from another school, a visiting athlete, a salesman for school pins, a visiting glee club, a school rally—any real situation in school living.

Reading the announcements over the microphone gives an opportunity for emphasis on clear speech, a sincere conversational manner of talking, interest in the subject, and so on. These announcements may be broadcast in the classroom, to another group, or before the assembly. Some administrators permit students to make all school announcements in this manner.

As a follow-up, class members may be appointed to judge the student announcers according to standards they have set. One class used these questions for standards:

1. Which students were enthusiastic enough to make you want to hear more?
2. Which were clear and to the point?
3. Which announcers were familiar enough with their materials not to sound "read-y"?
4. Which were original and interesting?
5. Which used dull and ordinary words? Which used vivid and carefully chosen words?
6. Which spoke with rich full tones? Which were unpleasant to listen to?

Again, students might prepare a checklist for judging a radio announcer. His voice, his manner of speaking, diction, and rate of talking would be included in the checklist. After checking several announcers and discussing the results, students may be stimulated to improve their own speech further.

Lists of words often mispronounced or slurred could be developed. Then humorous announcements using these words correctly might be given over the mike, ostensibly to entertain the class but actually for drill in correct pronunciation and enunciation.

To culminate the unit, pupils could test themselves with the checklist they had prepared for the professional announcer. In this way, writing and speech become purposeful, standards are raised, and an appreciation for good announcing developed.

Pupils may also learn, through radio, correct English usage, the ability to trace sources of materials, and the kinds of information that have appeal to audiences. They can acquire the habit of listening critically to each other; of consulting the dictionary and speech texts for pronunciation; of listening for voice quality, enunciation, and original ideas; and of timing materials correctly. They can gain skill in formulating ideas and expressing them, in the technical use of equipment, in oral reading, in diction, and voice placement.

Still other general educational objectives can be obtained through a motivated speech situation of this type. A critical at-

titude toward announcements and announcers, a disposition to improve one's own speech, an appreciation of good speech and recognition that it is not "sissy", are only a few that might result. A unit of this nature affords the teacher an opportunity to meet the challenge that radio brings to education.

For example, let a social studies-English core study the crime problem. Further interest in this could be generated by using the radio script, "Jean Valjean", adapted from *Les Misérables*, and published by the Office of the Superintendent of the Los Angeles County Schools. Students will want to produce the script over the classroom mike after reading it.

The procedure might be first to consider how well the script was understood by using an objective comprehension test which appears in the exercises following the script, or one which the teachers have constructed.

In order to understand the script and interpret the characters' parts, key words need to be learned. This allows for an emphasis on vocabulary. In order to think critically about the play, students could discuss the main idea of the story; for instance, is it one of the following?

1. A criminal's debt to society is never paid.
2. Jean Valjean's life as portrayed in this radio drama proves that a man is never free from his conscience.
3. "To Thine ownself be true" is the lesson of this play.
4. Justice is seldom seasoned with mercy.
5. A person cannot escape the results of his past actions.

When the class is ready to produce the script, one student may be chosen for director; another, for sound effects; another

for music, and so on. A committee may assist with the casting.

The music committee will have to decide on appropriate music, and this will demand some research and probably a consultation with the music teacher. Sound effects may require some experimentation by the mechanically-minded students in the class.

After several rehearsals the broadcasts are ready for classroom presentation. Pupils should prepare to evaluate their own efforts—perhaps by rating the broadcast on a score sheet they have prepared earlier, by writing a review for the school paper, or by making oral reports about the performance and comparing it with real radio dramas.

Another writing activity that could culminate this unit would be the dramatization of a scene describing what happened next to Jean Valjean; or of a modern crime story; of a visit to the night court; of a real juvenile crime problem; or the preparation of an interview with a judge or policeman.

If the emphasis is on the script as great literature, the creative writing might center about a scene from the life of Victor Hugo, or perhaps episodes from some of his other stories, or else original dramas of a historical nature.

In using student broadcasts for motivation it is easy to become over-enthusiastic and to lose sight of objectives. This means that objectives need to be recognized, behavior outcomes suggested, and some means of evaluating the results established if radio is to be accepted as an effective instrument of education. But teachers who have taken seriously the responsibility of the schools for orienting the pupil to the modern world in which he finds himself are utilizing the radio experience.

Silent Reading Program

A program of instruction in silent reading skills on all school levels from elementary school through junior college is needed. Sufficient skill cannot be

acquired in elementary school.—DR. STELLA S. CENTER at convention of National Council of Teachers of English.

THE DAY *in a* (*Where the teacher's word is law*) MILITARY SCHOOL

By
W. PRINCE

CONGRATULATIONS to you, Public School Teacher! You have a relatively easy day. You are really well off and don't always realize it.

You don't agree with me fully? I know that you do not, and probably with full justification. All of us teachers are servants of youth and the nation we are building. The task is not always easy. We have our so-called "good days", when everything clicks perfectly. More often we have the average teaching day with its many tasks and details.

Probably most of my readers have had very little experience with military schools. Most of you have never visited or seen a military academy. Therefore, let me invite you into my barracks room (instructor's room, D Barracks, Brown Military Academy in San Diego). Let us start out a day together here and obey the calls of the bugle.

There it is! Reveille at 6:15 A.M. "Get-up, get-up, get-up you sleepy-head", it calls, meaning each cadet and campus instructor alike. Again at 6:30 the call to remind the slow risers. To make certain that each boy is up the ranking officers on each floor bang on each room door, look inside, and vigorously arouse those still in bed.

At 6:40 the bugler gives "First Call for Breakfast"; at 6:45 we hear "Call to Assembly". The cadets are lined up into platoons

and companies by the cadet officers, roll is taken, the battalion is accounted for and the flag is raised with everyone at attention. By ten minutes to seven we are all seated in the mess hall and passing breakfast dishes.

After an adequate breakfast the cadet major calls all to "Tenshun!" Announcements are read, and the cadets are marched out, to re-form into platoons (approximately 25 men in each). Cadet company captains march them back to the barracks. At 7:30 the bugle confines them to quarters. They make their beds, sweep out their rooms, tidy them, and dust furnishings. Some shine their shoes; others do that last minute studying. A few are rough-housing or enjoying the radio.

At 7:55 that ever-commanding bugle gives "School Call". At 8:00 it commands formation in lines before the separate classroom buildings. Class rolls are taken by ranking cadet officers in each class. The officers march in each group, seat it, and give the order to "Rest!" A verbal report of absentees or tardy students is then given to the instructor, all accompanied by the military style of exchanging salutes. The teacher then proceeds with the day's lesson.

Since each instructor is an officer with rank not less than that of sergeant (most of us are lieutenants or captains, with no lack of majors, and one colonel), the instructor's word can be turned into law when a direct order is given. Therefore, with correct handling of a class, there should be no real discipline problem. But "boys will be boys" anyway, for they are adolescents, and some of ours are particularly capable of practical jokes. They are a happy lot, too. One likes them.

Our first period is 40 minutes long. The

EDITOR'S NOTE: *We publish this running account of a military academy teacher's working day so that our public-school readers may see how "the other half" lives. Mr. Prince is instructor in sciences and mechanical drawing at Brown Military Academy, Pacific Beach, San Diego, California.*

bugle sounds "Recall" and we must dismiss class immediately, for only three minutes is allowed between periods for the cadets to go to the next class. Thus we have our first four periods.

The next thirty minutes is devoted to boys who are failing in our respective subjects. We order them to come to our classrooms, where we coach them on their weak points. Since our classes are small compared to yours (one student up to 40 at the most), and average around 17, we can give personal attention much more easily than it can be given in public schools. With our help period practice we do much to reduce the number of failures.

A 30-minute period of R.O.T.C. training comes next for the busy cadet, and ends at 12:05 P.M. "First Call Lunch" comes at 12:20; "Assembly" at 12:25, then noon meal. Classes start again at 1:25. There are two, the final class ending at 2:48. The cadet's day is only half through now. Drill in military tactics and marching takes up the next 40 minutes. After that there is Afternoon Study Hall for cadets with several deficiencies, or Extra Duty, or Athletics. We have a fine intramural schedule in baseball, basketball, tennis, and track. This keeps the lads occupied until around 5 P.M.

I shall not mention all the following "Assemblies", "Calls", and "Recalls". By this time the bugle is humming its different tunes in your brain as you accompany me as my guests throughout the day. We are so used to it that it actually sounds like music and has a sentimental meaning on those days when we are not so rushed.

In the evening, between 7:30 and 9:30, the youngsters are confined to their rooms.

At this time most of them have to study to keep up with their work. Of course, they do not have six solid hours of academic studies. Some of their periods are free and for study or recreation in the barracks. The poor students must go to evening study hall, where a faculty teacher is in charge.

At 9:45 we hear "Tattoo." Then at 10 P.M. "Taps" are sounded very slowly, and it is sweet music to the campus instructor. All cadets must be in bed with lights out and radios turned off.

By this time, my friends, you probably will be ready to "turn in" yourselves. We will if there are not too many papers to correct or lessons to plan. But there are, usually, for in the afternoon during the athletic period some of us assist in sponsoring an activity or refereeing a game. Then, also, students come to our room for help with lessons, for advice, or just socially. The day is really quite full from 6:15 A.M. until "Taps" sound at 10 P.M.

The spiritual side of our life is considered here. On Wednesdays we have Chapel from 11:20 until noon. At this time a local minister or a good outside speaker leads a fine non-sectarian service. The same afternoon, at 3:15, finds the cadets lined up for dress parade. Blue blouses with shiny brass buttons; white trousers, white cross-belts with black packs behind; tall shakos with plume erect, black shoes, white gloves—these make up the dress uniform. A dress parade is a sight not to be forgotten and it is then that our boys look their best. Martial music contributes a thrilling air to these occasions. And when the color guard passes by with the colors, one really thrills when saluting Old Glory.



What Teachers Read

Teachers, it seems, are addicts mainly to such stereotyped periodicals as the *Saturday Evening Post*, the *American Magazine*, and of course the women's monthlies. The quality magazines—*Harper's* and *Atlantic*—are far down on the list, and almost at the

tail end, at the vanishing point, come the *Nation* and the *New Republic*, *Scribner's* and *Forum*. The reading taste of teachers seems about on the level of the general population.—LAWRENCE MARTIN in *American Teacher*.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: EFFA E. PRESTON, NORA McCAFFREY LAW, SAMUEL WALKER, KERMIT EBY, GRACE LAWRENCE, FREDERICK GORDON LYLE, JOSEPH BURTON VASCHÉ, MARGARET T. CUSSLER, NAOMI JOHN WHITE, and ROBERT B. NIXON.

Reading some of the new pedagogical books and trying to discover what new ideas, if any, the author advances, is like thinking your way through cold molasses.

E. E. P.

Pooling Their I.Q.'s

Ninth-grade boy (upon finding that he had been assigned to a slow-moving section): "So they put me in the 'dumb-bell class'?"

Teacher: Well, I'm here too!

Boy (pitily): That's so, you are. Well, I guess I'll stay!

N. McC. L.

The Cart Precedes the Horse

The Cart: A course in health is being introduced as a major subject for freshmen in a large secondary school.

The Harness: Long ago *Recent Social Trends* emphasized the fact that a person's vocation sets the "tone, pitch, and tempo" of his life. More recently the American Youth Commission's Maryland survey pointed to youth's need for vocational guidance and training. A nation—one-third of whom are ill-clad, ill-housed, and ill-fed—seems to be a fact and not a political fancy. Intelligence in economic matters is daily becoming a more pressing need.

The Horse: In the school mentioned, counseling is reserved for the deviant, the course in Occupations is open only to flunkers and irregular pupils, "business" economics (we are all consumers) is offered to a few upper-classmen as a program-filler,

vocational training is given that has little relation to the needs of the community.

Comment: Isn't it about time that someone questioned the absurdity of offering health instruction to pupils who lack the attitudes, skills, and knowledge necessary for them to organize their lives and the socio-economic system on a level of abundance and security? How about providing the means whereby they can obtain the fundamental necessities for good health?

S. W.

Mrs. William Hefferan of the Chicago Board of Education has many excellent reminiscences of her school days. My favorite is her description of the mottoes in her old copy book—with "Look before you leap" on one side of the page and "He who hesitates is lost" on the other.

K. E.

All About February

February, like spring, is the herald of a new life—in fact it begins the semester. Either you graduate with your class and congratulate yourself that you had the backbone to flunk Willie and Frankie and then find the principal has decided to promote them on trial; or the class gets promoted and leaves you behind—with the problem children their first semester's teacher was anxious to pass on.

In fact, February is a pleasant month to think about. Of course, there are little interruptions: children getting used to the new schedule and arriving in history when they should be in English; two-thirds of your class arriving late when the bus went into a skid on the ice, and the other third who walked to school being sent to the medical room for skinned knees and elbows.

But on the whole things go rather smoothly. It helps a lot when Lincoln has his birthday over the week-end—then we can cover the unit of work so nicely without a holiday to interrupt. Of course, the fact that the month is short doesn't appeal to us who really love to teach—and it is annoying when Washington's birthday falls on a Tuesday and

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

the board gives us Monday as a holiday too—the children's work is bound to suffer!

Yes, sir! February is a pleasant month to think about.

G. L.

Advice to Principals

Under no circumstances allow the daily newspapers to be placed in the library. Pupils have a penchant for reading them and neglecting to do the assigned reading in the encyclopedia.

Be circumspect in the matter of selecting news magazines and journals of opinion for the library. *The Nation* has been called communistic by several patriotic societies, to one of which you may belong. You wouldn't want to be disloyal to your fraternal obligation. Besides, Professor Tonsor of Barbers College told the University Club that he knows it is a left wing paper.

The New Republic is also frowned upon. It carried a series of articles on religion in politics. This being a free country where both sides of every question are considered with impartiality, it is essential that such subversive discussions be kept from the students. One hundred per cent Americanism must not be jeopardized.

Consult the School Board before subscribing to *The Christian Science Monitor*. Don't run the risk of having one of the members tell you he doesn't approve of Christian Science doctrine.

F. G. L.

What We Could Do To This Guy!—The staid, spindly English teacher who walks up to your group after an outstanding address by a big man in education with the remark: "He split three infinitives!"

J. B. V.

Novel in a Nutshell

... Once upon a time there was the homeliest young student in a teachers' college. Her lank curls wilted during the stress of her first teaching experience; her complexion was frequently afflicted, and she mangled paper clips while she spoke.

Then she started to teach. Suddenly she found she had to dress neatly. She began to speak with some charm and much poise. At last there came the golden day when someone, even if it was a callow adolescent, admired her. In an atmosphere of office records and chalk dust, she bloomed.

And in ten years—well, she hadn't been carried off in a chariot of fire to teach in Washington, but all the same you could practically say that she lived happily ever after.

M. T. C.

Whose Freedom of Speech?

Once in a great while the teacher has a cold; or she has a slight headache, or for some other unusual reason, she doesn't talk. She doesn't start her class with a lecture on behavior, continue with a discourse on the particular assignment, and wind up with a lengthy dissertation on why everybody is going to fail the course if he doesn't get down to work. For some unaccountable and unforeseen reason, as I said, she doesn't talk all the period long.

And she is surprised, perhaps, to discover that the class is able to talk intelligently, that the members are not all nit-wits of fifteen years growth; that the boy in the corner who never can fill in the blanks with the correct dates, has an up-to-date and comprehensive understanding of world affairs; that the girl in the corner who writes such messy papers, knows acutely the town's racial problems. In other words, the class is eighty per cent brighter than the teacher thought, and capable of some really distinctive work. And she found this out because she stopped talking awhile.

And if sometime, for some unusual and unaccountable reason, the principal would cease to start the faculty meeting with a lecture on overdue records. . . .

N. J. W.

It's a long Intelligence Test the answers of which the children can't guess well enough to make a good scoring. The makers know very well no school will buy tests that prove its pupils are morons.

E. E. P.

How to Die a Spinster

Part II

9. If playing bridge, and the partner has said something which calls for a comment, which you dare not voice, say it with your eyes, across the table to another person. He is sure to think you very clever, for men can read a woman's eyes.

10. If in a university you attend a notably dull class or lecture, where there is a mixed group, make sure to rush madly to the front of the room at the end of the period and tell the professor that you have thought all his meaningless mouthings were "just too divine and what the schools have needed for years." The men in the group will love that!

11. Never take a definite stand on anything. Always follow the policy of finding an "On the other hand, nevertheless, except notwithstanding" example to follow as an argument for any statement made.

12. If Mr. Jones has forgotten to turn in a report, and the school secretary has told you he failed to do so, make sure all the other members of the faculty are aware of his laxity.

R. B. N.

TEACHING FRENCH

the POPULAR WAY

By
LOUISE McCUE

A row of gay little dolls dressed in French costumes, a collection of French coins, a bulletin board for interesting clippings about France, student-made maps dotted with markers to indicate industrial and agricultural products of the various provinces—this is the way students in North Little Rock High School are learning French.

Contrary to many educators' predictions, this new knowledge of France is not gained at the expense of vocabulary, grammar and reading ability, all major objectives of the accepted method of teaching a foreign language.

The new plan is a means rather than an end, with the advantage that the new end is even more inclusive and desirable than the old one. While socializing the curriculum has increased the practicability and popularity of other high-school subjects, French teachers in the main have steered clear of the new trend, insisting that socialized teaching would leave the student no time actually to learn French.

Speeches and discussions at the twenty-first annual meeting of the Association of Modern Language Teachers in St. Louis

last spring set two Arkansas French teachers to thinking. Dr. Ada Jane Harvey, head of the modern language department, Arkansas State Teachers College, and Mrs. Curtis Dolan, French instructor at North Little Rock High School, were troubled by the accusations thrust at them during the convention—troubled mainly because they realized the truth of much that was said.

Enrollment in French classes *has* fallen off steadily in recent years. High-school principals *are* advising their students to study "more practical" subjects.

The students themselves fail to find the French curriculum attractive. Only five per cent of the boys and girls in high schools include French on their programs—and distressed teachers all over the nation are wondering why.

Leaders at the St. Louis meeting offered this solution: French classes must be socialized. Briefly, that meant replacing formal grammar-translation methods with lively, pertinent material aimed at giving the student a more usable knowledge of France and its people, along with a knowledge of the French language.

Convinced that a change in method was necessary and that the general idea of socialization had a great many points in its favor, Doctor Harvey and Mrs. Dolan determined to give the scheme a trial. Looking around for material which would help them plan their course, they discovered that no such guide existed. There are books about France—all the new texts include essays on the culture of the country—but to date no text has been written for the teacher to follow in socializing his course. Before they could offer a year's work in socialized French, they had to prepare their own text.

EDITOR'S NOTE: *The author explains in this article the modernized type of French course which has increased enrollment in first-year French in the North Little Rock, Arkansas, High School. This program was developed by Dr. Ada Jane Harvey, head of the modern language department, Arkansas State Teachers College, and Mrs. Curtis Dolan, French instructor of the high school mentioned. It is reported that many high schools in Arkansas are interested in considering adoption of the program.*

When school opened last fall Mrs. Dolan launched her first venture in the field of socialized French, and by late fall she and Dr. Harvey were ready to present their "Socialized Course in High-School French" to language teachers at the annual meeting of the Arkansas Education Association. At this state-wide gathering fifty French instructors were given copies of the 60-page text and heard the booklet's uses and aims explained by its originators, Mrs. Dolan and Dr. Harvey.

The book presents a two-year course of study aimed at supplementing and "speeding up" the accepted graded French texts, and it contains numerous pupil-activity suggestions and teacher-guides devised by the authors as a direct outgrowth of their own classroom experiences.

A full bibliography in which books are classified according to their degree of usefulness and, also, according to the subject matter contained within them, is an essential part of the guide. Equally helpful is an alphabetized list of pamphlets and folders, along with publication addresses. These booklets may be obtained without charge and will prove an excellent source for material on modern France.

If the new plan is approved by other Arkansas French teachers during the remainder of the school year, it will be studied next summer at an annual seminar sponsored by the University of Arkansas under the auspices of the Arkansas Education Association. This gathering is attended by State Department of Education members and representatives of teacher-training groups over the state. Already the state commissioner of education and members of the state curriculum committee have endorsed the plan.

What do the students themselves think of socialized French?

In North Little Rock High School, enrollment in French classes has shot up since its introduction. In 1937, when Mrs. Dolan started teaching in North Little Rock, there

were 11 beginners out of 1,000 students. In September 1938, 60 students enrolled for first-year French. The *Hi-Comet*, the school newspaper, gives more space this year than ever before to activities of the French department. At least two news stories about the French classes appear in every issue.

Students have fallen whole-heartedly into plans for scrapbooks, dressed dolls, picture collections, correspondence with French students, to mention a few of their projects. Forty of the students taking first-year French exchange letters with boys and girls their own age in France. Much French is spoken in the halls, in the cafeteria, and at private parties given by the French students.

Mrs. Dolan finds that her students like best the study of French expressions found in their reading, those heard over radio programs and at the theatre. They make daily reports of all the French they have heard. They also like the bulletin board collection of interesting material about France. Many students get a thrill out of collecting material for their individual scrapbooks. Several have started hobbies of stamp and coin collecting.

All of the classes have learned "Frère Jacques", "Au Clair de la Lune", "Savez-Vous Planter les Choux", "La Marseillaise", and other songs. One group especially likes to dance "Sur Le Pont d'Avignon". Every day they suggest, "Let's sing and dance today"—and the enthusiasm is genuine.

A French dinner after the fashion of a real French Christmas meal was given on December 14. Preparation started early, and each pupil took it upon himself to become an authority on the Yuletide customs of France.

After seeing the recent movie, "If I Were King", several students asked if they might try to read some of Francois Villon's poetry. A number of them are reading all the biographical material they can find about Villon.

The physical set-up for an interesting French course must include an attractively

decorated room. A good map of the country, colored railway posters, lettered charts and proverbs, a bulletin board for clippings, pictures drawn by students, add immeasurably to the appeal of any language room. A French library, with French newspapers, magazines, travel folders, pictures, charts and posters should be at the back of the room.

The teacher himself must be thoroughly imbued with the spirit and atmosphere of the land so that he may give the pupils a sympathetic and accurate picture of French life. The resourceful and enterprising teacher will find unlimited possibilities in guiding his class through a year of socialized French.

The first year's course presents the socialization phase of the program, intricately bound up with graded French texts already employed in Arkansas schools. It revolves around the topic, "The Spirit of France in America".

This slant on the subject was thought wise for beginners because it links the unfamiliar with the familiar, thus making the study of a new language more easily grasped and more significant.

The first semester's work leads the student through America, showing him the influence of France on American life and culture. He sees through a study of words with which he already is familiar the influence of French upon his native language and thus finds that even as a beginner he has a surprisingly large French vocabulary.

An excursion to a local department store and drug store gives him a practical lesson in what America buys from France. A brief review of early American history brings home to him the important part the French played in exploring and settling America. Architectural trends in local buildings testify to the influence of French art upon our own.

The work of famous personages on the stage and in the cinema—Bernhardt, Claudette Colbert, Danielle Darrieux and

Charles Boyer—gives evidence of America's cultural companionship with France. Many modern conveniences and methods in our everyday life had their origin in the minds of Frenchmen, and some of our best-loved music is the work of French composers.

A visit to the home of a French family in the community shows the part France has played in populating our country. A study of fashion trends in America and the origin of many dishes served on our tables every day impresses us with the influence of France upon modern-day living.

Each of these suggestions, and the many others contained in Dr. Harvey's and Mrs. Dolan's guide, may be duplicated with similar projects, aimed at arresting the student's interest and adding to his store of practical information about the country whose language he is learning.

With this knowledge behind him he is ready for the second semester's program, which takes him—as an American—on a trip through France.

The boys and girls plan their trip, even to learning the routine for obtaining passports and steamship reservations. On their way over they discuss French history so that they will be prepared to understand the things they are about to see. They dock at Le Havre, spend a week in Paris, and visit every part of the country from Normandy and Brittany to Les Alpes.

As the "trip" progresses, they become familiar with all points of outstanding interest to any traveler in France, dress dolls in the costumes of peasant boys and girls, learn native French songs, and conclude with a school exhibit of all work done during this unit of the course.

The goals of this year's work may be set forth thus: to discuss intelligently the phases of French influence in American life and culture touched on by this course of study; to name and tell something of interest about the places visited on the "Tour of France"; to read with comprehension the graded French texts published for the first year; to

pronounce French with a fair degree of accuracy; to understand simple spoken French treating of the subjects the student has studied; and to use in French simple classroom expressions.

Prepared with this background, the French student is ready to launch a second year's study. Here the objectives are mainly to continue the work of the first year: to augment the pupil's knowledge of the life and culture of the French people; to develop ability to read French; to comprehend the spoken language; and to increase his own ability to converse in French.

A detailed study of the fundamental phases of French culture, classified under specific headings, is planned for the second year. The material to be covered is divided into twenty topics, ten for each semester, with the plan for each topic including (1) material to be taught, (2) suggested activities, and (3) reference material.

The student begins the year by thoroughly familiarizing himself with the geography of France. He draws maps of the country, placing on them important rivers, cities, and mountains.

As an example of one project planned for the study of geography, the pupil finds the width of the English Channel; the French name for the channel; how many people have swum the channel; and who they are. For information sources he goes to the bibliography of reference material furnished for each of the twenty topics to be studied.

To make the study of climate practical, a student is assigned to determine where he should go each season to be most comfortable, if he were spending a year in France.

A number of the great industries of

France—silk, cheese, wine, and sugarbeet—had their origin in agriculture. Reports on the story of these great national occupations are planned.

And so on down the list of topics—including colonies, railways and transportation, government, schools, the French family, important cities, French cathedrals, art, and others—the student is provided with unique, inviting means for learning the French language and the culture of a great nation.

As Dr. Harvey sees it, two things must be accomplished to insure a successful future for French in our high schools.

First, the subject must be made so vivid, so lively, so active, so intermingled with the pupil's interests in life that he will enjoy it more than other subjects.

Second, French teachers must convert principals and superintendents—who so often think language study is only a frill—to the idea that it is rich in interest and in content, both intellectual and social; that it does much more for the pupil than teach mere grammatical structure; that it widens his interests, broadens his understanding, and enriches immeasurably his capacity for enjoyment in life.

Incidentally, socialization, say Dr. Harvey and Mrs. Dolan, is as much fun for the teacher as for the pupil.

No slight change in the usual class procedure will make an impression on principal or pupil. Only a real determination to put the geography, the science, the architecture, the painting, the life of France into a class will create the stir French teachers are looking for and, eventually, make the place for French which it deserves in the curriculum.



Marks in Terms of Credits

Instead of estimating a high-school student's progress in terms of a mark why not evaluate the same on the basis of credits given in that subject? For example, it is customary in many schools to give five credits toward graduation in a subject-class

which meets five times each week for one school year. Rather than give an A or a 1 for efficient work in such a subject, we could give five credits toward graduation. In place of a B or C, give four or three credits accordingly.—*New Jersey Educational Review.*

ATHLETIC SUCCESS

(the high price of over-emphasis)

By CARROLL ATKINSON

SOAP BOX orators on street corners have yelled loudly that in America "Gold is God"—and unfortunately, there has been some truth behind the accusation.

Likewise, in American sports some of us have been tempted to shout to the skies that "Victory is God", because nothing seems to matter if only we can win, fairly and squarely or otherwise. Regardless of means and methods used, our high-school, college, or town team must have the higher score. Our personal pride must be nourished upon the salve of victory.

One of the finest characteristics of American life is our love of sport. Our interests are centered in things active rather than in things passive. The ideal of athletic greatness is held out to every red-blooded boy, and more and more each year, to his sisters as well. Babe Ruth, Joe Louis, Bobby Jones, and other leading lights in the sport world stand out as greater men in the minds of American youth than do the heroes of our early history. This is exactly as it should be. A live interest in live things is a sign of healthy life.

Athletics, however, are useful only so far as they can teach the valuable lessons of sportsmanship and can develop better physical bodies for those who participate. Athletics are presumably an extracurricular activity in schools. All too often they are the

hub around which the rest of the school revolves. Everything is made dependent upon whether or not the home team wins. Fair play is distinctly secondary to material success.

As a natural result, American boys and girls are trained into the belief that success in life depends entirely upon being a winner, or at least upon backing a winning team.

When the local high-school team wins consistently, crowds at the games are large and the student body makes money. School spirit throbs. Many a conceited young whippersnapper, whose only bid to fame is that he can pass or kick a football, becomes unbearable to parents, teachers, classmates. Everything seems to depend upon who is winning. Gentlemanly conduct on the field is noticed by the minority rather than the majority.

Human products of the American public school are just as ready to razz the loser as they are to deify the winner in this great institution we call athletic sport. This questionable training in school, of course not included in the formal curriculum, leaves its indelible stamp upon American social and political life. We have become a nation of razzers, ever alert to pick out and publicize the faults of our fellow man.

A certain Pacific Coast city tolerates an athletic coach only so long as his team wins. Just as soon as a losing streak begins, skids are placed under him.

Annual contracts mean nothing, for if the man refuses to settle quietly for an additional month's salary beyond his actual tenure, he is bluntly told that a certain woman of questionable character is willing to take

EDITOR'S NOTE: *Dr. Atkinson writes out of his long experience as a high-school athletic coach. His ideas were developed on the firing line in that field, although he is now professor of education at State Teachers College, Edinboro, Pennsylvania.*

the witness stand against him and that she will claim moral indiscretions, even though, in fact, the coach may never have seen the woman or have the least idea just who she is.

The American public is always more than willing to believe the worst about its public officials. The discreet man leaves to save his personal reputation. Extreme as this example is, it is indicative of a condition found in a large number of high schools and colleges.

The God of Victory must have his full share of burnt offerings in the form of victories. High ideals of fair play are distinctly secondary.

In this same Pacific Coast city, a small lumberjack town that had overgrown itself, a coach lost the "big game" of the local football season. About five thousand dollars had been bet by the poolroom "sports". That night a necktie party was suggested by a group of loud-mouthed five-dollar bet losers who believed that any coach who had sunk so low as to let down his "friends" should be strung up in the public square. Nothing came of this. Usually the louder a man talks, the more yellow his liver turns out to be when time for action comes.

A certain school superintendent in the Northwest was the poorest loser I have ever known. In the first place, he was not above the questionable practice of "arranging" officials so that his team would not lose. As a winner, he was a jovial good fellow. As a loser—that was an entirely different picture.

I remember vividly when a small school team I was coaching upset the apple cart of joy in this superintendent's life. His team had not been defeated while ours had been sort of a stepping stone for the other teams in the county league. Surprising ourselves as well as the opponents, our team proceeded to wallop the daylights out of the near-champions.

The superintendent paced up and down the side lines. His language, forcibly expressed, rivaled that of a Missouri mule

skinner. He rushed out on the field between halves, assailing the officials for this and for that.

Lack of control in temper of the average individual effects but little the general life of a community. The tragedy in this incident lay in the fact that the educational leader was setting a pernicious example before the boys and girls of his city, who naturally looked upon him as an important and successful leader.

His vicious philosophy of life would be reflected unconsciously within the lives of many future citizens. These boys and girls were being instilled with the false ideal that winning is the most important thing that life holds for any of us.

Personally, I cannot help but feel that the greatest opportunity any of us have for impressing real character values upon growing boys and girls is to show during those difficult periods of losing that we ourselves are sportsmen of the truest type. Smiling is easy when sailing is smooth. The real man comes through with his head high and a thoughtful, encouraging word when the sea of life is rough.

It took some pretty hard knocks before I came to this conclusion. I personally needed to develop a great deal of self-mastery to overcome a habit of saying loudly that the officials had erred and that the rest of the world was wrong.

After a great many blows to my self-pride, I am justly proud of the fact that in recent years I make it a point that my losing boys see me congratulate the winning coach, that I call the boys themselves together after the defeat, pat them on the back if that seems necessary, and warn them above all else not to alibi their licking.

With all the other things St. Peter will hold against my entrance into Heaven when and if that time comes, he will credit me, I am sure, with this effort to create worthwhile character by showing the boys who have been under my charge the ideal way to win or lose a game. I have no use for the

philosophy, typically American, of raising winners to the highest Heavens and lowering losers to the deepest Hells. It is not in harmony with true Christianity.

But how, you ask, does this low level of sportsmanship in American athletic contests, amateur as well as professional, effect American political, as well as social life? We are all psychologists enough to know that impressions of youth are all-important in the formation of adult character.

The great majority of people reach a certain limited level of thinking ability beyond which they never go unless peculiar circumstances come into their lives to force them into original thought channels. To these great masses the radio, movies, and the like, are all that are necessary for happiness beyond the simple techniques involved in making a living for one's family and in carrying on a certain amount of social activity.

School life and its memories are thus very fundamental to the idealism of the average individual who takes his niche in the world's affairs. Athletics, being more colorful than scholastic activities, usually form the most important memory of one's school days.

So, through this win-at-any-cost philosophy in athletics we have developed the business man who cheats and defrauds, misadvertisises and misrepresents, gyps and swindles. "Anything is all right, if you get away with it" follows naturally from the athletic field into the business world.

"As the twig is bent, so grows the tree" is all too true in American social, business,

and political life. Our duty as parents or teachers is to bend the twig of American youth toward Heaven and the finer things in life.

To plant new ideals requires a courageous attack upon present practices. Interscholastic and intercollegiate athletics, with all their admitted good, should either be greatly reformed or entirely abolished. In their place we should develop a system of intramural sports, giving the advantage of expert training to all in place of our present emphasis on technique for the favored few physical supermen.

Athletic directors versed in the ideals of good sportsmanship rather than in the intricate formulas necessary to develop winning teams should be employed. The "sport" loving taxpayers would howl, yes, but to heck with them.

Our main duty is not to the thoughtless taxpayers of our age but to the taxpayers in the years to come. My frequent observations of the booing and hissing of grown men and women watching football games convinces me that the petty desires of this kind of human bird should not be considered at all in our educational plans for American youth.

Perhaps if we can change radically our ideals of athletics, lay less stress upon the winning of the game and more upon the playing of the game, we can develop a future generation of Americans who will be boo-less and hiss-less, and all in all, a greater credit to the American flag that they represent.



Relative Opportunities in Two Occupations

Burglary is a widening field of employment for men, according to figures released recently in New York City by a citizens' committee to control crime. The report showed a 10 per cent increase in the first six months of 1938 as compared with the same months of 1937.

Wages are irregular but there is always free board and lodging for those who don't do so well. Pay is high considering the short hours, averaging \$59 per job throughout the country, according to the Fed-

eral Bureau of Investigation.—*Vocational Trends*, January 1939, page 6.

Surveys in typical areas show that every second lawyer is making less than \$2,500 a year, one in six less than \$1,000 and almost one in ten less than \$500. Substantial numbers are actually on the verge of starvation. Close to 10 per cent of the New York City bar members are on relief.—*Vocational Trends*, January 1939, page 4.

LETTERS *of* (18 teachers evaluate) the school's plan

By
H. O. BURGESS

COMMENDATION

THE FOLLOWING paragraph, adapted from a letter by Evan E. Evans, Superintendent of Schools, Winfield, Kansas, is incorporated in the manual given to teachers in the J. C. Murphy Junior High School at the opening of the school term:

If I were a teacher, I would at least once every two weeks find in my classes some individual who had performed some duty in a particularly noteworthy fashion. . . . Having selected the individual, I would write the principal a note commending the boy for this fine progress. Then if I were the principal I would write the parents of this boy a note saying that Miss So-and-So, his class teacher, had thought so well of the fine progress that he had been making that she had voluntarily placed on my desk a report commending him for this progress. I would tell the parents how happy I was to be able to forward to them such a fine commendation. Such a practice could have only one result. That is that the class teacher would be greater to the pupil and better thought of by the parents, and the school would immediately be raised in the esteem of that family.

This idea has appeared in our teachers' manuals for the past several years, and many teachers have put it into practice. It recently occurred to us to evaluate the practice and



EDITOR'S NOTE: In the May 1938 issue we published an article concerning the Prescott, Arizona, Junior-Senior High School's plan of one-paragraph citations written by teachers to parents of pupils who have done something worthy of praise. ("Johnny Gets a Break", by Martin H. Munz, pages 534-535.) This article concerns a different method of handling such special reports to the home, and offers in addition the opinions of teachers concerning its success. Dr. Burgess is principal of the Murphy Junior High School, Atlanta, Georgia.

ascertain, if possible, why some teachers did not see fit to use it.

Since September this device has been used by eighteen teachers, and thirty-four letters of commendation have been written. This notice was sent to the teachers using the scheme.

The plan of writing letters of commendation has been used by you in regard to certain pupils. We have gladly written such letters as you have suggested. Now I would like to know just what has been accomplished by this plan. Please let me know your opinion as to the results gotten and whether, in your opinion, the plan should be continued. Please write from your point of view and not from remarks or writings of others.

And here are their opinions:

1. "By all means, let us continue to praise deserving pupils by sending home letters of commendation, which invariably bring about helpful and cooperative attitudes in parents and teachers."

2. "It has caused conduct, attitude, and grade of work to increase to a marked degree. It is causing the other children to strive much more because they want a letter. Those that I have recommended have become the leaders of the class and the ones that the other pupils look up to. The parents like it a great deal."

3. "It has been an invaluable stimulus to a better and a more cooperative spirit in a class which has challenged all my sympathy and understanding."

4. "I have found that letters of commendation inspire the pupils to continue their good work. I think the plan a very good one and the parents appreciate it also."

5. "I have noticed good results and think that we should use it oftener."

6. "A letter of recommendation has a

marked effect on the child. There seems to be a feeling of recognition of achievement, thereby serving as a stimulus for the continuance of good work. The home, too, appreciates the interest of the school as manifested in the letter."

7. "Praise has proved a stimulus to the child when the child has deserved it."

8. "For the individual pupil, I think it helps, and I think it should be continued. It is an aid in encouraging a child, sometimes, who probably has received very little praise before."

9. "It should be continued, I think, because of its good effect on the class as a whole as well as on most of the individuals receiving letters."

10. "It has served to stimulate the child who received the letter to continue doing his best work. I see little results that it has had on the group as a whole."

11. "Praise of any nature has a tendency to boost a worker so I believe very strongly in this method of encouragement. The children appreciate commendation and the parents realize that we are finding the good in those whom we teach."

12. "I think it helps pupil-teacher-parent relationships, and that we should use it more."

13. "I think it a good plan. It helps the individual who receives the letter and also stimulates interest in other members of the class."

14. "I think it is one of the best plans I have seen to help the pupil. I believe it encourages the pupil to do better things. I would like to see it continued."

15. "I think it is good and should be continued."

16. "Good—I think we ought to use it more."

17. "I find the results as varied as the individual. Some express appreciation of praise by continuing improvement; others become unpleasantly aggressive."

18. "It has halted the improvement of the child in every case. I hesitate to recommend any more."

Conclusions: Sixteen of the eighteen teachers who reported that they made use of this scheme during the first quarter of the school year stated that they unreservedly recommended it for the improvement of the individual.

One felt that while it aided the individual it had no effect upon the class as a whole, while four teachers point out that it has aided the class as a whole.

One felt that the results varied with the individual, while one felt that it was a positive detriment to the pupil who had been praised.

Of the thirty-four individual pupils commended by letter, thirty of them were praised by the teachers who still feel that the scheme is worthy of continuance; one by the teacher who stated that progress had been halted "in every case"; two by the teacher who saw no good results on the class as a whole; and one by the teacher who thought results of the plan "varied with the individual pupil". It is evident that in some of the above instances the teacher had in mind results of previous years.

It is quite plain that of the teachers who have availed themselves of this plan, the great majority (seventeen out of eighteen) approve the plan in general. It is evident that some discrimination must be used by the teacher and that pupils who cannot accept praise in the right spirit must be eliminated from the program of individual commendation.



Life-Time Jobs for Girls

Education should prepare girls for "life-time" jobs, rather than for temporary jobs to be given up when they marry. More and more of the girls in our

schools will continue working after marriage, and we must take account of that fact.—HELEN C. BREARLEY in *New Jersey Educational Review*.

OUR ASSEMBLIES

—by the pupils and for the pupils

By H. THEODORE COX

IN THE schools of several years ago, and in far too many of the schools of today, the assembly program, so infrequent as to be almost a rarity, has been dominated entirely by the principal or by guest speakers.

On those scarce occasions when an assembly was announced, the program, if my memory serves me accurately, went something like this:

First of all, the principal mounted the stage to the rostrum and called the meeting to order. Next he called upon the school cheerleader, who came to the platform and led the student body in the usual series of cheers for the team, the coach, and the school. Sometimes the coach himself appeared and delivered a brief talk on "Sportsmanship" or "Backing the Team".

These exuberancies over, the principal again stepped forward and made a prolonged introduction for Mr. Somebody—other who was to deliver an "educational" talk. The pompous Mr. Somebody then supplanted the principal and launched heartily into his talk with a few selected stories designed to titivate his youthful audience into a state of passive receptivity.

When the lecture was over the students clapped uproariously, partly because the speaker had exceeded his limit by ten minutes and thus given them an additional

respite from class, but chiefly because he was through.

Such, I repeat, was, and all too frequently is, the school assembly program. In our organization we have tried to overthrow this regime and make the assembly more directly a product of and for the student body of the school, as it should be.

Since ours is a junior-senior high school, we have junior and senior assemblies, one every two weeks for each group. This necessitates holding an assembly every week of the school year—quite different from the unscheduled, intermittent assemblies which were described previously.

The programs for these assemblies are not given by outside talent nor by the teachers. They are given, to misquote Lincoln, "by the pupils, and for the pupils".

Of course someone in authority must be responsible for preparing, timing, and arranging these programs. This is a real task, and it seems at first glance an almost impossible one. It is certainly one which calls for special training.

To achieve variety and to maintain interest in a series of about twenty junior or senior-high programs—each about 45 minutes in length—throughout the school year, is no mean feat. As if that were not enough, there is also the problem of rehearsing each program, timing it so that it is neither too long nor too short, and taking charge of the staging, properties, and make-up.

Patently it would not do to solve one's difficulties simply by presenting a one-act play in each assembly. Where is the variety in that, and incidentally, the royalty fee? Nor would it lend any more joy to have

EDITOR'S NOTE: *The author's school believes that the "freedom of speech" ideal should be applied more often to the student body of high schools in connection with assembly programs. Mr. Cox teaches English in the Junior-Senior High School, Prescott, Arizona.*

various students give a series of talks on each program. What price interest?

Any series of programs should have certain qualities in common: Interest and entertainment value; variety and balance; and educative worth. The first two qualities are, I think, self-explanatory; the last may require a little elucidation.

The educative worth of a program changes it from a worse than average music-hall or vaudeville sketch into something worthy of the school where it is presented. It is that not altogether tangible something which a sensitive person will recognize as the division mark between the sheep and the goats.

LEARNING THROUGH PARTICIPATION

It is a universally recognized precept of education that pupils learn most easily through participation. If that be true, then assemblies such as I have described are certainly sound educative practice. In few other types of school activities are the pupils commonly provided with as wide a range of participation.

They can help in the actual writing of the program, in student dramatizations of scenes from literature, etc.; they must, of course, take part in the programs; and finally they can collect the properties and assist with the staging and make-up.

In fact, in our school we have a stagecraft club whose members have reached that point in training and experience where they can, under supervision, produce almost any type of make-up and be entrusted with the management of even the most involved types of staging and lighting, not only for assembly programs but also for class plays, operettas, etc.

The values to the student of such participation—development of personality, self-expression, and coöperation—are not, I think, in need of amplification.

School assemblies should be representative not only of the student body but also of the school itself. We are proud of the fact

that in our junior and senior assembly programs last year more than two hundred fifty students took part.

COMPLETE REPRESENTATION

To illustrate the fact that our programs also represent the various departments and organizations of the school as well, I shall close this article with a sample schedule of the assembly programs for one semester in the junior high school. Notice how the various departments of the school are drawn into a more compact unit through their coöperation in producing and costuming these programs:

October 6. Know Your School Program—Talks and skits by students representing the various departments of the school; Installation of student-body officers

October 20. Pep Meeting—Community singing, school songs and yells; Hallowe'en playlet

November 3. Demonstration of the wonders of science, presented by the Science Club and science classes

November 10. Armistice Observance and Education Week Program—Short Armistice Day play (History department); pageant of the Progress of Education

November 17. Variety Show—Individual student competition in songs, dances, recitations, instrumental solos, etc., with a Master of Ceremonies presiding; prize—a box of candy

November 24. Presentation of an original Thanksgiving play written by English classes

December 1. Pageant of Fashion—Reader described the various costumes of old pictures, which "came to life" on the stage to appropriate music (Domestic Science department); Shadow picture play

December 17. Christmas Program—"Why the Chimes Rang", presented by Dramatics department

January 26. Dramatizations of famous scenes from literature, written and produced by English classes

Dowagiac High School's ^{By} JAMES A. LEWIS

CONDUCT Questionnaire

THE FOLLOWING questionnaire was developed by a committee of pupils and teachers to draw the attention of everyone concerned to certain problems in our school. (The pupils thought that too much preaching was done and not enough self evaluation on the part of the pupils themselves.)

The discussion in homerooms after the results had been tabulated is the most valuable part of the procedure. The questionnaire was headed by this announcement:

"At a recent meeting of the Student Council a discussion was held concerning the general conduct of students in our school. It was decided that a joint committee of students and teachers should construct a questionnaire and present it to you to find exactly what you think about certain conditions in our school.

"After careful consideration you are to draw a circle around the number which best expresses your opinion. 1 means very good, 2 good, 3 fair, 4 poor, and 5 very poor."

Tabulation of the returns indicated that of the twenty-six items, the school ranked high in thirteen, average in four, and low in nine. The questionnaire follows:

Halls

1. To what extent are our halls free from paper and other refuse? 1 2 3 4 5
2. To what extent do students go out of their way to pick up this refuse? 1 2 3 4 5



EDITOR'S NOTE: *When representatives of the pupils initiate a step toward improvement in general conduct during school hours, such as the one discussed here, it is more likely to succeed than is an order that comes from above. The author is principal of Dowagiac, Michigan, High School.*

3. To what extent are we free from pushing, slapping, yelling, and whistling in the halls? 1 2 3 4 5

4. To what extent do students show courtesy to each other? 1 2 3 4 5

5. To what extent do students observe traffic rules (keeping to right, not blocking the way, etc.)? 1 2 3 4 5

6. How would you rate the orderliness of our lockers? 1 2 3 4 5

Study Halls

1. How efficiently is our time used in the study hall? 1 2 3 4 5

2. How would you rate the quietness of the study hall? 1 2 3 4 5

3. How would you rate the conduct of students during the last five minutes of the study hour? 1 2 3 4 5

4. How would you rate the effectiveness with which students begin study? 1 2 3 4 5

5. To what extent do students return the chairs and books to their proper places at the end of the hour? 1 2 3 4 5

6. To what extent do students cooperate in keeping the study hall clean? 1 2 3 4 5

Athletic Contests

1. To what extent are we courteous and sportsmanlike toward visiting athletic teams? 1 2 3 4 5

2. To what extent is our student body solidly supporting our own teams? 1 2 3 4 5

3. How would you rate our crowds on booing, whistling, etc., while the game is under way? 1 2 3 4 5

4. How would you rate our organization for student cheering? 1 2 3 4 5

Classrooms

1. Do students generally show courtesy to each other and to teachers in your classes? 1 2 3 4 5

2. Do they respect property, materials, books, etc.? 1 2 3 4 5

3. To what extent are students orderly and courteous in entering and leaving the classroom? 1 2 3 4 5

4. To what extent can students be trusted when the teacher leaves the classroom? 1 2 3 4 5

Assemblies

1. How would you rate the programs in student interest? 1 2 3 4 5

2. How would you rate the general con-

duct of the student body as an audience? 1 2 3 4 5

3. To what extent do students show:

a. courtesy to those participating in the program? 1 2 3 4 5

b. courtesy to those sponsoring the program? 1 2 3 4 5

c. courtesy to other members of the audience? 1 2 3 4 5

d. general training in conducting themselves properly when in a gathering? 1 2 3 4 5

Class Parties and "West Enders"

By NORA McCAFFREY LAW

A PARTY has always spelled fun and excitement for children of the upper social strata, but the "West Enders" have been left out. A wise principal in the Golden Gate Junior High School, assisted by his counselors and physical education directors, has changed the old order of things. Now everyone in this school goes to parties—real social affairs!

During the term, each homeroom gives a party at the community club house in the recreational center. Weeks in advance the class is organized and party plans carefully worked out. The class president assumes responsibility. He or she appoints the following committees: invitation, program, decoration, refreshment, dance and "clean up."

Formal invitations are written in the English class. Every teacher is invited and a

formal reply is expected. The art department makes place cards and assists with table and other decorations. The music teacher supervises the musical numbers. The principal and homeroom teacher are called on for "speeches." Short, witty talks are heartily applauded.

Each girl brings either a cake or ingredients for punch while the boys donate dimes which provide the ice cream at cafeteria prices. The tables are set with dishes, paper napkins, favors and place cards.

Two large rooms accommodate seating space for nearly a hundred people. Tables are made of planks easily placed on carpenters' "horses" and the chairs are of the new, steel, folding type. There is a piano for the accompaniments and a public address system provides dance music. The physical education directors lead in informal games and stunts. These parties, held outside of school time, usually last for two hours.

One parent remarked to the principal that he had decided not to move out of the neighborhood because he realized what an important part the school was playing in the social life of his child.

EDITOR'S NOTE: *The Golden Gate Junior High School, Oakland, California, where the author teaches English, has a definite program of making children from poor families feel at home at school parties, instead of feeling like avoiding them.*

School Paper Dept. Helps Reading Skills

By GEORGE R. BOLGE

THE FACULTY of Junior High School Number Four, at Trenton, New Jersey, is fully cognizant of the poor reading accomplishment of school children, and even of adults. It cannot easily remedy the shortcomings in the latter group, but it can meet the problem directly in the former group, and is doing so this year in a manner believed to be novel, effective, and sound.

The interest of the child is vagrant and discriminative. What more intrinsically interesting material could be devised or used to teach reading than the school newspaper—in this case, *The Junior Four Review*—which is read avidly because it measures and registers the pulse of student life and activity?

The author in this article makes no attempt to defend the value of student publications, but accepts such periodicals as wholesome and educative. He is interested here only in the utilization of the newspaper as an instrument through which read-

ing skills of the pupils may be improved.

The material of each issue of *The Junior Four Review* is used as working literature. A column entitled *Reading Well*, its figurative meaning symbolized by a cut of a sweep and a well, and a caption reading, "By Dipping A Little Dipper You'll Be Among the Stars", contains a series of exercises with well-planned questions calculated to further the purpose of reading development.

The purpose of the *Reading Well* column, which is constructed for each issue by the English department, is two-fold: To use the contents of the paper as a means of increasing reading skills, and to use such developing skills to insure intelligent understanding of the school life depicted in the paper.

To utilize and attain the full purpose of this column, recitation teachers devote the English period on the day of issue to the study of the newspaper's contents, with the questions in the *Reading Well* used as guides. At this time, the teacher aids the students in overcoming any reading difficulties encountered. The training thus secured will, it is felt, strengthen reading skills that can be transferred to all reading activities commonly met in school or outside.

EDITOR'S NOTE: *The author teaches in Junior High School Number Four, Trenton, New Jersey.*

A Case in Point: Biology

One of the most frequent and damaging charges against those who teach in the schools and their students as well is a lack of practical understanding of the realities of everyday life. This is probably not so much because of defect of qualities in the mind of the schoolman as it is because of the traditional pattern which emphasizes attention to words and other symbols while neglecting experience with the things which they represent. Taking biology as a case in point, it is a common experience to find hard-pressed biology teachers struggling through the elaborate

symbolic treatment of heredity and evolution, using material from charts and books supplemented by dead-type specimens in alcohol probably shipped in from long distances. Very often neither these teachers nor their students are aware of the wealth of significant material and problems which are lying just outside the classroom door. This illustration could be extended to such varied fields as civics, geography, history, and even to the courses given in the physical sciences.—PAUL B. SEARS in *Teachers College Record*.

SCHOOL NEWS DIGEST

Edited by ORLIE M. CLEM

Why don't they use them? In every community there are adults of ability in various fields who should be used by the local schools. The new Music and Art High School in New York City suggests a technique. In the past, the pupils of this school have given many programs with the parents as auditors. On February 17, the roles of parents and pupils will be reversed. Selected gifted parents of these gifted children, under the auspices of the parent-teacher association, will present a concert.

John Coulbourn, Principal, Garden City, N.Y., High School, sends each term a news letter to all parents of students in the school. These news letters explain the activities of the school, and are based upon questions asked by the parents. The parent-teacher association assumes the obligation of mailing the letters to every home.

"New days teach new duties." Many principals have regretted that rural school children could not participate in extracurricular activities because of inflexible bus schedules. To obviate this difficulty, many principals have placed the extracurricular period in the school day. Wayne Low, Principal, Cazenovia, N.Y., Central School, has initiated a plan which deserves attention. The transportation system has a double bus schedule. Sixteen buses leave the school at 3:00 P.M. At 5:00 P.M. four or five more buses transport those children who have been engaged in late afternoon activities.

Professor Howard E. Wilson, Harvard University, in a volume of the *Regents Inquiry Report*, finds that secondary-school pupils are woefully lacking in significant social and economic information. More than a third of the seventh grade pupils tested thought "habeas corpus" a disease. One-third defined it as a lawyer. Nearly

one-half believed a jobber was one who does odd jobs. One-tenth defined poverty as "the boyhood of great men". Twenty-seven per cent of seniors tested did not know the number of churches in their communities, and 43 per cent did not know the number of newspapers.

Boys of the Dwight Morrow, Englewood, N.J., High School, have asked the Board of Education to establish a course in youth problems, including sex education. In making the request, the boys stated that the girls had the nurse to consult concerning personal problems, but they had no one in authority. Winton J. White, Superintendent of Schools, indicated that the Board was deeply impressed by the request, and that it would receive serious consideration.

Leisure Reading, the junior-high-school reading list published by the National Council of Teachers of English, has been completely revised and brought up to date. The editing has been done by Stella S. Center, Head of the English Department, Roosevelt High School, New York City, and Max J. Herzberg, Principal, Weequahic High School, Newark, N.J. *Leisure Reading* may be obtained from the National Council of Teachers of English, 211 W. 68th St., Chicago, Ill. The price is 20 cents for a single copy, 15 cents each for 10 or more copies.

The Regents Inquiry into the Character and Cost of Education in New York State shows the following median per pupil cost for the various subjects in the last two years of high school: Foreign language, \$25; natural science, \$31; other academic subjects, \$20; dramatics and public speaking, \$54; music, \$47; art, \$28; business subjects, \$23; technical courses, \$40; homemaking, \$34; agriculture, \$57; physical education, \$40.

(Continued on page 384)

EDITORIAL

Man Bites Reporter

(Some remarks directed against schools of journalism, or whoever it is that gives awards to high-school papers)

1. In a world flowering with hokum, there is no more palpable hokum than that of the several schools of journalism that get a lot of free advertising by organizing a conference of editors and sponsors of school papers. To attend the conference, the staff must join an association, with dues. In return, their paper will be given a medal, or at least a blue ribbon, which is offered to the folks back home as evidence of something or other.

If anybody stops to count up how many awards are given out, it is apparent at once that the whole enterprise is only a build-up for the college that collects the membership dues.

2. This seems pretty bad, but there is more. If there were only a few medals given, and if they were awarded by the journalists with a great deal of discrimination, we still wouldn't like the contests. For a school paper is a school paper, and the blood of life goes out of it as soon as its sponsor or the staff get contest-conscious and try to copy the make-up of the *New York Times*, or whatever journalistic paragon is set up for the school papers to imitate.

For those of us who are teachers, not journalists, the matter of form is of much less importance than substance. A school paper is a house organ, but if it is to be justified on educational grounds it must belong to the students in a larger degree than to the staff, or the sponsor, or the job printer who, in most cases, gets it out.

3. The best school papers published today are the mimeographed ones. They cannot be bent easily to conform to some single arbitrary standard of excellence set by teachers

of courses in journalism. Mimeographed papers are more frequently the work of children, and preserve the verve, the zest, the tang of life in the schools they represent.

There is no reason why the printed papers should not be equally free from artificial, stilted standards. The test of a public high school is not the degree in which its paper conforms to such standards; the school is not set up to publish papers but to educate boys and girls. As often as these journalistic standards spoil a school paper by making it a self-conscious imitation of some other school paper, the educational uses of the paper are perverted.

4. Whether the school has a paper or not should be for the students of a certain school to decide. And the form of the paper they should decide too, striving to make it the best possible agency for accomplishing whatever purposes they have in mind. Not only for the sake of variety, but in response to varying emphases, the form and style of the paper should be overhauled every year or so, and as often as interest wanes to the point where the paper is dragging anchor, it should be suspended until a new tide of interest refloats it.

Our habit of keeping up with the Joneses makes us reluctant to suspend in our school some activity that is thriving in the high school across the way. But any realistic survey would show that our time and energy can always be profitably invested in some other field than the one that has played out.

There are children who must study Greek or Latin in order to feed their parents' pride; but a school ought to be free to publish a paper or not to publish one, to

put on an operetta or to be indifferent to operettas entirely, to stage an exhibit one year and to reject the exhibit idea entirely another year in favor of something else that, on consideration, seems to offer more.

It is too bad if there are schools where students go through the motions of publishing a school paper for no better reason than to satisfy the principal, or to entertain a teacher who has had two courses in "journalism", or to serve, unwittingly, as part of

the publicity come-on for the high-powered schools of journalism.

Some years ago the small-time merchants in the big cities employed pullers-in who were so persuasive that they could sell you a suit, hat, and overcoat if you stopped to glance at your reflection in the store window. Such practice is considered unethical now among merchants, but the pullers-in still work the sidewalks for some other institutions.

J. C. D.

Phi Beta Kappa (???)

THE metropolitan press recently carried a news item to the effect that Phi Beta Kappa is contemplating the withdrawal of its favor from two higher institutions. The quotations from the fraternity officers suggested that if reports of lowered standards are verified by investigation, those institutions will be stripped of their privilege of maintaining chapters of Phi Beta Kappa.

If, as the article stated, such an action has never been taken before by this organization, the emergence in 1938 of two possible objects of academic suspicion and displeasure invites speculation as to what is going on. One wonders whether these are sporadic cases or simply the advance guard of an approaching battalion.

One of these institutions is said to have been crippled by financial misfortunes as the result of political interference. This throws the spotlight upon one unfortunate feature of state-supported higher education.

Most of our state universities and teachers colleges are buffeted about by political caprice. Every year or every two years the

financial fate of the typical state university hangs in the balance, as the new administration red-pencils the budget and shifts the personnel of the governing board.

In almost every case where the governor has meddled conspicuously with the direction of the state university, he has presently dropped into political oblivion; but the practice goes on.

The answer is, of course, a more stable source of support—something that will provide a regular income rather than a biennial gift.

The second institution is said to have devoted too much of its resources to "vocational" courses. While it is too early to know what is meant by that, Phi Beta Kappa will do well to move slowly and consider well in that area. This is 1939; it is no time for this or any other exponent of the liberal arts to insist upon a definition of culture and cultural training as exclusive of things obviously useful. Phi Beta Kappa might easily find everybody out of step but Willie.

H. H. R.



Emotional Maturity

If a child is to become mature he must associate with those not just physically mature, but emotionally mature. Often a teacher becomes an important factor in shaping the life of a boy or girl through the process of identification. Evidences of emo-

tional maturity are ability to face the realities of life, objectivity, and freedom from superstition and prejudice.—DR. PAUL H. JORDAN, in an address reported by FOSS ELWYN in *Michigan Educational Journal*.

SCHOOL LAW REVIEW

Duties and Liabilities of a Principal

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

The plaintiff, Helen Thompson, a pupil at Public School No. 14, Staten Island, was injured on the 22nd day of May, 1933, at about twelve o'clock noon, when she was descending an outdoor stairway of the school during a dismissal of her class, and fell as the result of a push by another child.

The case was submitted to the jury as against the principal and teacher solely upon the issue of whether these persons had exercised reasonable supervision at the dismissal of the particular class at the time in question. In this connection the Court stated:

"Supervision is all you have got here—and the question of fact here is whether or not there was proper supervision of this girl and the class in going down this particular staircase."

The undisputed evidence adduced at the trial established that at the time of the accident, the appellant, I. Victor Burger, connected with the City School system since 1909, was the principal of Public School No. 14, Staten Island, the school in question. The appellant, Loretta Delaney, who had taught for twenty-nine years and in the particular school since 1918, was the teacher in charge of the class in which the plaintiff, Helen Thompson, was a pupil.

Helen Thompson was fourteen years of age at the time of the accident and was assigned to one of the three 7-B classes. Her class consisted of the larger children who had been retarded because of absences, sicknesses or transfers from other schools; they were not mentally defective. The class was extremely small and consisted of only twenty-five children, of which twenty-four were present on the day in question. Fifteen of these children were girls. The ages ranged from twelve to sixteen years, the girls being a little older than the boys.

The classroom itself was located on the third floor of the school building and had a door opening onto an outdoor iron stairway. There were eleven hundred to twelve hundred pupils and thirty-four teachers divided into thirty-four classes, of which twelve were situated on the second floor and eleven on each of the other two floors. All of the stairways were used in dismissing the children during favorable weather, not only during Burger's administration as principal, but his predecessor's as well.

On the day in question, Miss Delaney began her dismissal when the closing bell rang, a few minutes

earlier than the general dismissal, for the reason that she had been assigned to serve hot lunches to poor children. She sent the children in rows of six to the cloakroom for their clothes, and then formed the class in a line in the room. She then took the girls out to the landing of the outdoor stairway and permitted them to descend in a double row. When she saw the first girl on the sidewalk, she started the boys down. One of the boys was missing from the line. Miss Delaney went back and after finding him started to walk down with him.

The plaintiff's witnesses claim Helen was pushed by one of the boys on the second, third or fourth step from the bottom of the stairway while she was standing talking to another pupil and "getting something, a piece of paper".

One of the plaintiff's own witnesses testified that at the time of the accident the plaintiff had stopped on the stairway and was talking with another child and handing her a paper.

It was conceded at the trial that the particular stairway was in excellent condition and no claim was being made because of defects of any nature whatsoever.

With respect to the acts of Burger, the principal, it was shown that once a month he held a conference with his teachers, where methods to improve the safety and welfare of the children were discussed, as well as the means of ingress to and egress from the classes. Periodically he inspected the discharge of the pupils on the stairway and whenever he saw any jostling or pushing, he took immediate means to correct the condition. With respect to the rules, he testified that each class was in charge of the teacher, who was to attend to the entire dismissal, the only limitation being that she was to place herself in a strategic position where she could best be in control.

The case was submitted to the jury as against the principal and the teacher, solely upon the issue of whether these persons had exercised reasonable supervision at the dismissal of the particular class. The jury brought in a verdict against both the principal and the teacher in the amount of over \$5,000.

The Appellate Division, Second Department, unanimously reversed the judgment against the teacher but affirmed the judgment against the principal, two Judges dissenting. The majority of

the Court held that it was a question of fact for the jury as to whether Mr. Burger was negligent in failing to promulgate more adequate regulations for the safe discharge of the pupils. The dissenting opinion held that to hold the principal in this case would be thrusting upon him a responsibility greater than reasonable caution required. The dissenting opinion said "Boys will be boys". An appeal is being taken to the Court of Appeals.

This case presents another example which shows that every teacher and school administrator should have some knowledge of the philosophy of school law and its practical application to school matters, for the same reason that educational philosophy and administration is studied in teacher preparation. The basic principles on which this case was decided are hundreds of years old, but the application is startling. A study of the subject should bring about definite changes; and should resolve the conflict between practice and philosophy.

As a matter of law a principal cannot be held negligent for the acts of children under his care, and parents are not liable for the torts of their children. How one standing in loco parentis can be held liable is difficult to see, even if the jury found the principal negligent in making proper rules for dismissal. The principal of a school is not the insured of the acts of a pupil nor responsible for the torts of one child against another child.

This case clearly involves other principles of law that should properly govern it. The mere question of fact is outweighed many times by questions of law. We hope the Court of Appeal will so view the matter. All that the law usually requires of a principal is that he exercise the same care a careful parent would use.

Thompson et al v. Board of Education of New York City, Burger and Delaney. 255 App. Div. 786, 6 N.Y.S. (2d) 921, Oct. 7, 1938.

More Board Liabilities

The State of Washington allowed recovery against a school district for injury sustained by a boy in a high-school football game. A boy seventeen years of age entered the game without his parent's consent. He was induced to do so by the high-school football coach. He received injuries to his back and spine.

Two weeks later, his coach induced the boy to play again. He had not fully recovered from the injuries previously received, and later he developed a condition which necessitated a number of major operations.

Here the court held: "If the school district is liable where a teacher in supervision of the playgrounds permits a child to use a dangerous instrumentality, or fails to exercise reasonable care to prevent such use (referring to the live wire case

and another not mentioned here), then it would seem to necessarily follow that if the school district organized and maintained a football team and one of its teachers, with the knowledge and consent of the board of directors, acted as a coach and trainer thereof, and if the coach and trainer knew that a student in the school was physically unable to play football, or in the exercise of reasonable care should have known it, but nevertheless permitted, persuaded and coerced such student to play, with the result that he sustained injuries, the district would be liable."

In other words, negligence of the teacher is imputed to the school district, as in England.

Morris v. Union High School District (1931) 160 Wash. 121, 294, Pac. 998.

In California a teacher failed to supervise and omitted to warn a pupil of the dangerous nature of an experiment in a chemistry laboratory. The pupil was seriously and permanently injured. The court, on appeal, held that the jury might decide whether the teacher was negligent and if negligent, the school district would be held liable for damages. Again, negligence of the teacher is negligence of the school district.

Mastrangelo v. West Side Union High School, Dist. of Merced Co., et al (1935), 2 Cal. (2nd) 540, 42 P. (2d) 634.

Discontinuing Special Service

The statute provided that a board may discontinue a particular kind of service at any time.

A teacher on tenure who teaches a special backward class of pupils, or a class of pupils of such mental disability as to cause their attendance at a regular class to be inimical to the welfare of other pupils, is performing a special service. (Cal.)

Employee Negligence

A school district was held liable when the overturning of a bucket of hot water used in connection with the heating apparatus of a school room injured a pupil. (Wash.)

Liability in a Play Room

A school district was held liable for the improper construction of and lack of the proper safety device on ladders maintained by the district for the exercise of the pupils in the play room of the school, when a child six years of age sustained an injury while using the ladder.

Howard v. Tacoma School District (1915), 88 Wash. 167, 152 P. 1004, Ann. Cas. 1917 D. 792.

BOOK REVIEWS

PHILIP W. L. COX, *Review Editor*

Group Leader's Guide to Propaganda Analysis, by VIOLET EDWARDS. New York: Institute for Propaganda Analysis, Inc., 1938. 278 pages, \$2.

The Institute for Propaganda Analysis, as most of our readers know, is a non-profit corporation organized to assist the public in detecting and analyzing propaganda, but is itself forbidden to engage in propaganda or otherwise attempt to influence legislation. It claims its meagre support from a small endowment and from its subscribers.

It serves as an educational agency which supplements the schools and colleges, not only because the material that it provides is free from all justifiable charges of self-interest, but also because it is under no compulsion from those who might prefer that the public be kept in unsuspecting ignorance of the instruments and techniques by which its desires and judgments are often moulded. It thus follows the route used by instruction in health, safety, peace, coöperation, and consumption.

The guide here reviewed is a revision of the Institute's first brochure of study materials. It consists of four sections: I. Seeing Our Way—a justification and explanation of propaganda study; II. Breaking the Ground—a definition of the role of propaganda and a defense of critical-mindedness; III. General Work in Propaganda Analysis—general principles of group work and areas basic to the propagandist's appeals, and IV. Propaganda Analysis in Some Areas of General Education—English, music and speech, art and history, journalism and current events, general science, social sciences, logic, mathematics, and other subjects. Section V, the appendix, is a guide to vital group discussion in this field.

Every alert teacher who would aid his pupils and his colleagues to protect themselves against unconsciously developed mind-sets, should acquaint himself with the work of the Institute.

Social Life and Personality, by E. S. BOGAR-DUS and R. H. LEWIS. New York: Silver-Burdett Company, 1938.

The bid for a more generous place for sociology in the high-school program is definitely strengthened by the appearance of this excellent text. As its title indicates this book explains the interrelations of social institutions and practices and of the ideas and behavior patterns of individuals. Always its emphasis is on more intelligent social controls whereby the security and positive participation of

the individual may be promoted to the end that he may create a mature personality.

The book consists of ten units dealing with the nature of personality, types of social life, and social control and adjustment. In each unit the approach is through specific problems and it culminates in a case study of some individual in a social situation which he must somehow solve. The graphs and illustrations are stimulating; the reading lists carefully selected.

Literature as Exploration, by LOUISE M. ROSENBLATT. New York: D. Appleton-Century Company, 1938. 340 + xii pages, \$2.25.

There is a tide in the affairs of books, too; and *Literature as Exploration* precisely hits the tide.

The Experience Curriculum Commission of the National Council of Teachers of English put, in 1935, emphatic approval upon the experience values of literature, upon the role of literature as illuminator, challenger, supplementer, and interpreter of the life of its readers. This raised into importance such concepts as immediate interest and appeal, emotional stimulation, influence upon personality and conduct, and it implied rich possibilities in the psychological and sociological content of literature.

The new ideology did not please the traditionalists: the formalists, the disciplinarians, the linguists, the esthetes, the so-called "humanists". But the Experience Curriculum did not go over, bag and baggage, to the social studies camp, and, except for mild suggestions, did not commit itself on correlation or integration or fusion or any of the current what-have-you's. This did not please the social-studies enthusiasts, whether within or without the English teachers' group.

To this reviewer, it has seemed clear that the position of the Experience Curriculum Commission was not only tenable but indeed the wisest one, the best for everyone concerned, provided English teachers could learn *how to deal* with literature in such a manner as to assist literary artists in securing their effects: touching emotions, opening up individual and social problems, illuminating human nature, exploring life. That is the reason that *Literature as Exploration* seems to him the most important book in this field of the past few years.

For this book shows *how* it can be done, how the

social and psychological values inherent in literature can be realized, realized within the English classroom. It shows how writers, themselves products of the social forces of their day, present situations and experiences leading to concepts concerning the individual and his relationships to society.

It shows how, in novels, plays, poetry, and story, human emotions, desires, and motives are created and directed, and how environment influences and conditions personality. It shows how, because of the concrete nature of these book experiences, literature moves readers to observe these relationships and draw inferences about their own lives.

In short, *Literature as Exploration* shows how the teacher can use literature to help pupils explore themselves and human society. It does this with scholarship and with sanity, and yet with conviction and occasionally with eloquence and charm.

Literature as Exploration is a publication of the Progressive Education Association "for the Commission on Human Relations". Regardless of its sponsors, it is an opportune book and a prophetic one. It is hitting the tide.

WALTER BARNES

Lorna Doone, adapted by RACHEL JORDAN, A. O. BERGLUND, and CARLETON WASHBURN. Chicago: Scott, Foresman and Company, 1938. 312 pages.

Another of the Scott, Foresman "simplified classics". This story, a classic chiefly because of lovable John Ridd and his own telling of the story, is translated into a commonplace yarn.

WALTER BARNES

Problems and Values of Today: Part I, by EUGENE HILTON. Boston: Little, Brown & Company, 1938. 639 pages, \$1.60.

This book is the first of a series of students' guide books for the study of contemporary life. Volume I consists of ten units of exposition, illustrated by Ruth Taylor, dealing with orientation, sources of information, government, health and safety, economic factors, spiritual values, and international relations. Each unit includes exercises for students to do, a summary, and a selected bibliography. There is a realism to the text that distinguishes it from conventional presentations of social problems.

A Student Personnel Program for Higher Education, by ESTHER McD. LLOYD-JONES and MARGARET R. SMITH. New York: McGraw-Hill Book Company, 1938. 322 pages, \$2.75.

This book outlines an entire personnel program by means of which the authors hope that the char-

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acter of higher education would inevitably be altered in such ways that social, healthful, intellectually stimulating environments might develop. Such a conception has been rather adequately advanced and partially practiced in progressive elementary and secondary schools. Few colleges have as yet got beyond the point of general aspiration for such a purposeful controlled environment as a substitute for erudition cramming.

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Aptitudes and Aptitude Testing, by W. V. BINGHAM. New York: Harper & Brothers, 1937. 390 pages, \$3.

From the days of early interest in occupational guidance, counselors have looked forward to each device for identifying and measuring special abilities and aptitudes with great hope. Progress has been disappointingly slow, partly because tests themselves have not been valid or reliable but chiefly because successful adjustment in any occupation has depended on so many factors of social and personal adaptations that prophecy has been all but impossible.

In the light of the importance and almost overwhelming difficulties of this field, the National Occupational Conference commissioned Dr. Bingham to review this whole field to discover to what extent we might hope for more certain guidance from aptitude tests. This illuminating book is the result.

It consists of three parts: Aptitude and Guidance; Orientation within the World of Work; The Practice of Testing. The reviewer found Part II most constructive: chapters are devoted to aptitudes for manual occupations, heavy labor and bench work; to clerical aptitudes and their measurement; and to aptitudes for the professions.

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In the appendix of the volume are summarized thirty actual tests which seem to the author to have established themselves as valid and reliable.

You and Your Community, by L. J. O'ROURKE. Boston: D. C. Heath and Company, 1938, 691 pages, \$1.84.

This substantial civics text utilizes a technique which was worked out by the author in connection with the Civics Research Institute. In the experimental work, some 25,000 students in civics classes were organized as clubs, each consisting of committees which were responsible for the investigations of their own communities.

The pupil is first invited to take an attitude test, which raises questions in his mind and so prepares him for the work that lies ahead. Part I, *Your Community in Action*, is introduced by a story of the Civics Club of Lincoln Junior High School, Portland, Me.; it deals with group life and collective provisions for protection and education. Part II, *Organization and Functions of Government*, deals with State and National Government, and is introduced by the story of a young immigrant. Similarly Parts III to VI, entitled *Getting and Spending Government Money*, *The Economic Life*

of Modern Communities, *Some Problems of Our Economic Life*, and *The World's Workers and Their Work*, are each introduced by the story of some activity connected with the civics club, which helps the pupil to enter into vicarious partnership with his club as it studies the problems of the individual and the community.

The author and the publishers are to be congratulated on their ingenuity and especially on their courage in publishing an unconventional civics book, one that should aid teachers and pupils to recapture the thrill that community civics brought to pioneering teachers of a quarter of a century ago when Dunn's *Community and the Citizen*, also a Heath publication, aided so largely in the substitution of civics for the obsolescent ancient history of the ninth grade.

Principles and Methods in Adult Education, by A. D. MUELLER. New York: Prentice-Hall, Inc., 1937. 428 pages, \$3.50.

The author whose *Teaching in Secondary Schools* has been favorably known for some years here advances his interest in better methodology to the level of adult education. After two convincing chapters dealing with the place and aims and

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functions of adult education in the defense and promotion of the American ideal, he comes to grip with procedures for reaching the hearts and minds of grown-ups and with the philosophy and science underlying these procedures.

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This book should meet a widely felt need for the guidance of experienced teachers of youths who desire to modify their methods to apply to adults. It should serve as an adequate text for the improvement of teachers of adults who have been too specialized in the more verbalistic and purely intellectual aspects of the adult program.

Unfortunately there is almost no mention of fine and practical arts, physical recreation, service groups, or "social" activities in this text. Nevertheless, no adult education can appeal to great numbers of the adult population if it consists too narrowly of verbalistic instruction.

Reading and Literature, Books I and II (New Edition), by MELVIN E. HAGGERTY and DORA V. SMITH. Yonkers-on-Hudson: World Book Company, 1937. 632 pages each.

A new edition of these well-known high-school readers.
WALTER BARNES

Review Course in Algebra, by W. E. SEWELL. New York: D. C. Heath and Company, 1938. 145 pages, \$1.20.

The author states that "this text contains sufficient and appropriate material for a thorough review course in algebra . . . suited for use in the latter part of the high school curriculum. . . ." The book actually is a problem and manipulation drill book. The algebraic principles involved are not reviewed. The text would have had more value as a review drill book if answers to the problems had been included.
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Adventures in Literature, Book II, edited by J. M. Ross. New York: Harcourt, Brace & Company, 1937. 656 pages.

A revision, after ten years, of this popular collection.

WALTER BARNES

The Education of Youth for Leadership, by ARTHUR J. JONES. New York: McGraw-Hill Book Company, 1938, 246 pages, \$2.

The selection and preparation of community leaders have been the announced purposes of secondary and higher education through the centuries. In America, indeed, the fear of an ignorant ministry for leadership when those who had come to the Massachusetts Colony should have passed away was the impetus that led to the founding of Harvard.

Institutionalism with its bland assumptions and unreality constantly negates the purposes of the founders. To some extent the hidden philosophies of high-school and college faculties have deterred them from direct attack on the major problems involved in promoting democratic leadership.

It has been too easy to insist on high scholastic standards and even on such neutral but convenient virtues as punctuality, docility, and regularity as prerequisites for participation in activities involving leadership.

The author has cleared away much institutional

rubbish. He presents authentic information regarding the meaning and function of leadership, characteristics of leaders, and fundamentals of a leadership program. He then explains the efforts to find and develop leaders in other countries, ancient and modern, and those of earlier American schools. In his final chapter, he sets up his own recommended program for discovering potential leaders, educating and training them, providing practice in choosing leaders, and in establishing avenues of leadership and cooperation.

Dr. Jones has rendered so real a service that challenge may seem ungracious. Nevertheless, the reviewer was disappointed at his failure to assay the leadership potentialities in even the most docile of us. Under the conditions of fluidity and specialization of democratic life, every one of us may be, indeed must be, leaders in some areas or aspects of life. Else, we shall assert our desire for dominance by beating our wives or kicking the dog.

Alternating leadership, Suzzallo's term, must replace the assumption that a free people must have general leaders and general followers. With universal self-confidence, self-reliance, initiative, tolerance, and cooperation, we can be a people of universal leaders.

Emotion and the Educative Process, by DANIEL A. PRESCOTT, Chairman. Washington: American Council on Education, 1938. 323 pages, \$1.50.

This report of the Committee on the Relation of Emotion to the Educational Process consists of an exploratory study of non-intellectual factors in education. Of necessity it opens up and defines many problems of behavior of teachers and of pupils; it answers none of them because there are not now any certain answers.

The report does, however, give us clear statements regarding the basic phenomena, the physiological basis of experience and behavior, the nature and modifiability of emotions and attitudes, and the goal of effective maturity.

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Here and There and Home, by RUTH STRANG, BARBARA STODDARD BURKS, and HELENE SEARCY PULS. New York: Bureau of Publications, Teachers College, Columbia University, 1938. 120 pages.

Pleasant, "easy" reading about the travels of a family of Americans in Scotland and England.

WALTER BARNES

Youngville, U.S.A.: American Youth Tells Its Story, by A. M. SIRKIN. New York: National Council, American Youth Congress, 1937. 64 pages, 10 cents.

A startlingly effective presentation of the condi-

tion in which 20,000,000 youths of America find themselves is here set forth in succinct sections under the heading: *The Deserted Village—Youngville*. There follow statements of the inadequate remedies now proposed or in operation, headed: *Some Pink Pills*. Part III, *Young America Awakes*, tells of Youths' Congresses of 1934 and 1935. Part IV explains and justifies the proposed American Youth Act. Part V recounts the progress of the third and fourth Congresses. Finally, there is a brief outline of the organization, activities of the national and local associations, and an urgent invitation for youths not now affiliated with the Congress to join.

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A Study of Mechanism in Education, by W. L. PATTY. New York: Teacher's College, Columbia University, Bureau of Publications, 1938. 183 pages, \$1.85.

The author has undertaken an examination of the curriculum-making devices of Franklin Bobbitt,

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W. W. Charters, and C. C. Peters from the point of view of relativistic pragmatism. Such a task may seem in this day to be not unlike fighting the Battle of Antietam all over again. It would seem that Bode, Kilpatrick, and, after his conversion, Rugg had repeatedly done the job reasonably well during the past decade and a half.

In the first two chapters, Patty sets up the history and presuppositions of scientism in education. Chapters III, IV, and V deal with concepts of experience, analysis, objectivity, learning, selection, education and social change, activity, induction, and the master-list. In chapter VI, he sets forth the concept of integration held by the three mechanists, showing their inadequacies in terms of the concept held by the investigator.

In the summary chapter, he shows to his own satisfaction that true scientism of 1938 does not justify the proposals of Bobbitt, Charters, and Peters, made a decade or a decade and a half ago. If he sought to discover whether any one of the trio had himself made the same discovery during these years, the reviewer failed to find acknowledgment of such a possibility.

Certain Basic Teacher Education Policies and their Development and Significance in a Selected State, by H. A. BROWN. New York: Teachers College, Columbia University, Bureau of Publications, 1937. 184 pages, \$1.85.

This monograph reports a historical and interpretive survey of past and present teacher-education policies and practices in New Hampshire. Among the high points are discussions of the equalization of educational opportunities by equality in the preparation of rural and urban elementary-school teachers; the maintenance of independent administration of teacher education under a highly centralized state system of education; the use of state high schools for student teaching; the appropriation of an entire city school system for a training school; the size of normal schools as a factor in effective teacher education; and the feasibility of organizing normal schools and teachers colleges as branches of the state university and under the university board. Curriculum developments in teacher education are given extensive treatment.

Following a statement of his problem and a historical résumé in Parts I and II, the author explains the progress of the program in New Hampshire. In Part IV, he deals with the basic policies and practices: unity in the public school system; subject matter for those preparing to teach; and laboratory schools. In Part V, he summarizes the accomplishments of the centralizing reform.

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SCHOOL NEWS DIGEST

(Continued from page 370)

Further details about New York City's new Bronx High School of Science: Boys with special talent for work in physics and biology have been selected for enrollment, and an attempt is being made to develop the "scientific way of thinking" and to rear the school's three hundred boys in the footsteps of Pasteur, Faraday, Einstein, and Gibbs. Forty per cent of the students' time is spent on scientific studies, the remaining time on cultural subjects. The school has the best of modern laboratories, its own power plant, and shops. Candidates for admission go through a strenuous program of testing. It is probable that the student body contains a number of potential geniuses. Qualifications for the faculty are also very high: experts and specialists are chosen.

Dr. John W. Studebaker, United States Commissioner of Education, announces a new service of the Office of Education. It

is the "National Occupational Information and Guidance Service". The service will include the collection and distribution of information concerning occupations, and of materials in general guidance.

The organization of a National Consumer Education Association of Secondary School Teachers has been reported. Carlton J. Siegler, Newtown High School, Elmhurst, N.J., is the executive secretary of the organizing committee.

Italian, Irish, Polish, Porto Rican, and Spanish boys of the Benjamin Franklin High School, New York City, recently sent joint condolences to the parents of a Spanish classmate who had died. Principal Leonard Covello commended the boys:

I am glad that you boys in Franklin are taking the lead in an effort to wipe out prejudice and hate for people who may be of a different race, or who speak a different language, or who practice a different religion. Let us strive to live on a friendly basis with all our neighbors—remembering that a gesture of sympathy is more manly and noble than a gesture of hate.

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